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A COMPARATIVE ANALYSIS OF THE FUNCTIONING OF SIX POST-SECONDARY NON-UNIVERSITY EDUCATIONAL INSTITUTIONS

by

RINO ANGELO BOSETTI ©

A THESIS

SUBMITTED TO THE FACULTY OF GRADUATE STUDIES AND RESEARCH
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EDMONTON, ALBERTA
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THE UNIVERSITY OF ALBERTA

FACULTY OF GRADUATE STUDIES AND RESEARCH

The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies and Research, for acceptance, a thesis entitled A COMPARATIVE ANALYSIS OF THE FUNCTIONING OF SIX POST-SECONDARY NON-UNIVERSITY EDUCATIONAL INSTITUTIONS submitted by RINO ANGELO BOSETTI in partial fulfilment of the requirements for the degree of Doctor of Philosophy in EDUCATIONAL ADMINISTRATION.

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ABSTRACT

The study was designed to describe and compare six post-secondary non-university institutions on eleven dimensions of institutional functioning as these were perceived by faculty and administrators in each institution. Its purpose was to ascertain whether or not the institutions and subsystems comprising the study sample differed significantly from each other in their functioning. The data were analysed to identify the distinguishing functioning characteristics of each institution, to identify intrainstitutional differences in perceptions of institutional functioning and to identify interinstitutional and intersubsystem differences in functioning characteristics.

In general, the findings of the study showed that:

1. *Institutional functioning characteristics were highly congruent with stated institutional purposes and roles.*
2. *Institutions placed low priority on encouraging intellectual and aesthetic extracurricular activities.*
3. *Institutions placed few restrictions on faculty and students in matters affecting their academic or personal lives.*
4. *Institutions attracted relatively heterogeneous faculties and student bodies.*
5. *Institutions placed low priority on applying their knowledge and skills in solving social problems.*

6. *Institutions placed high emphasis upon ensuring high quality instruction.*
7. *Institutions placed highest priority on providing employment-related programs and services to residents of their communities and regions.*
8. *Institutions adopted a reactive rather than a planned response approach to their external environment.*
9. *Institutions placed lowest priority and emphasis upon research and activities related to extending the scope of human knowledge.*
10. *Institutions were receptive to new ideas and were prepared to experiment and change.*
11. *Administrators' perceptions of institutional functioning were higher than those of faculty on those dimensions which were consistent with the institution's stated purpose and role, and lower than those of faculty on those dimensions which were inconsistent with the institution's stated purpose and role.*
12. *Institutions and subsystems exhibited distinguishing functioning characteristics reflecting different orders of priority and emphasis.*

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CHAPTER I

STATEMENT OF THE PROBLEM

This study was designed to describe and compare the functioning characteristics of six post-secondary non-university institutions in the province of Alberta. Its purpose was to ascertain whether or not the institutions comprising the study sample differed significantly from each other on eleven dimensions of institutional operation as these were perceived by faculty and administrators in each institution.

INTRODUCTION

The Alberta system of post-secondary non-university education consists of sixteen publicly-supported institutions whose aggregated services are expected to provide comprehensive training and educational opportunities for adult students representing a wide range of interests, aptitudes, and levels of educational and intellectual attainment.

Included among the services currently provided by the system are university transfer programs; career, vocational and technical training programs; general education programs; compensatory education in the form of remedial and academic upgrading programs; and further education programs directed towards meeting the educational interests of communities and regions in which institutions are located.

At the time when each institution was established, it was assigned specific purposes to fulfill. The agricultural and vocational colleges were formed as provincially-administered institutions designed to fulfill the cultural and manpower needs of an agricultural economy; the technical institutes were formed as provincially-administered institutions designed to fulfill the technical manpower needs of an industrial economy; the public colleges were formed under boards of governors and designed to fulfill the social need for improved access to higher education and to respond to community educational needs through the provision of a comprehensive range of educational programs and services; and the Alberta vocational centres were formed as provincially-administered institutions designed to meet the academic and vocational training needs of the educationally, economically, socially, and culturally disadvantaged.

A review of current institutional role statements indicated that institutions have expanded their roles and functions. The agricultural and vocational colleges have broadened their program offerings to include career, vocational, and in some cases technical training programs; general education programs; and compensatory education programs. The technical institutes have tended to adopt a polytechnic role and have sought to increase the scope of program offerings to include general career and vocational programs; business and related programs; health services training programs; and extensive further education courses and services. The public colleges have adopted a community orientation and generally have increased the comprehensiveness of their program offerings. Although there is considerable variation among the public colleges, they generally have tended to implement a full range of programs with those colleges located outside of university centres including two years of university-transfer studies, and others including career, vocational and technical programs; remedial-developmental programs; and a variety of recreational, thematic, and general education studies. The Alberta vocational centres similarly have tended to increase the scope of their services to include a strong emphasis upon student counselling and academic-remedial studies as well as providing health services training programs and short-term vocationally oriented studies leading directly to employment.

Current trends in program offerings suggested, at the time when this study was conducted, that each institution had expanded its role and functions with a view to becoming increasingly comprehensive. While it was recognized that educational needs have changed and that institutions must be responsive to dynamic environments, the nature of their response did not provide clear assurance that expansion had occurred in response to new and emerging educational needs.

Recent publications such as the Carnegie Commission reports (1971) and the report of the Task Force on Higher Education (1971) suggested that institutions in the United States have tended towards homogeneity in their development. Trow (1972), in addressing the Organization for Economic and Cultural Development conference on future structures of post-secondary education, concluded that institutions tend to "... converge toward the forms and practices of the most prestigious models of higher education."

Worth (1972) and Bosetti (1972), in separate reports referring to higher education in the province of Alberta, both concluded that post-secondary non-university institutions in the province have tended, over a period of time, to offer similar programs, to employ similar organizational and instructional modes, and to serve a similar clientele.

The literature dealing with coordination of educational systems and institutional governance (Glenny, Berdahl, Palola and Paltridge, 1971; Berdahl, 1971; Henderson, 1970; Perkins, 1973; Baldridge, 1971) suggested that the pattern of organization which is employed in system coordination and institutional governance will have a direct effect upon the manner in which institutions will function, upon their ability to innovate, and upon their responsiveness to changing needs.

Ryan (1974:28) and Campbell (1974:15) implied that both coordinating and governing structures exert a direct influence upon the roles and functioning of institutions. Ryan (1974:28) saw a major problem in shared responsibility among faculty and students for determining the internal operation of an institution in

> ... whether they exert their influence toward the realization of a unique set of purposes, or seek to shape the institution in the image of the university. ... Can community colleges resist the emulative drive to become universities, or will they push towards their own standard of excellence in serving their unique roles in the entire educational system?

Campbell (1974:15) suggested that an appropriate relationship must be found between government and institutions in order that post-secondary institutions might successfully achieve societal goals.

In general, writers such as Glenny, Berdahl, Palola and Paltridge (1971), who contend that governments should exercise coordinating rather than governing powers, tend to adopt the position that strong centralized control tends to stifle institutional initiative, standardize services, and base decisions on political expediency. These writers contend that institutions should be operated by governing boards. Such boards might serve to ensure that institutions are responsive to their environments rather than self-serving and to forestall the creation of bureacratic controls and regulations which have been associated with homogenization of institutions, standardization of services, and a reduction in the variety of educational opportunities provided to fulfill diverse educational needs.

However, there also is some empirical evidence which suggests that the pattern of organization and governance which is employed may have little if any effect upon the manner in which institutions will function. Heron (1973:19-20), using the Aston methodology, examined the structural development of public colleges and concluded that institutions moved through five developmental stages and that

> ... although colleges began as more open, person-centered organizations, they tended to become, via progressive and identifiable stages, more closed and organization centered.

Heron concluded that increasing bureaucratization is an "immanent potentiality" whose growth can neither be arrested nor reversed. Trow (1972), in reviewing problems in the general transition from elite to mass higher education, concluded that institutions follow converging patterns in their development, and that this phenomenon occurs independently of the pattern of coordination or governance which is employed.

However, little empirical evidence has been accumulated to support the view that post-secondary non-university institutions in the province of Alberta have followed these converging patterns in their development. On the basis of an examination of programs offered by these institutions, Bosetti (1972) concluded that post-secondary institutions were striving to perform the same generalized missions and tending to serve a similar clientele. Watson (1972) reached a similar conclusion in a study of innovative practices in post-secondary institutions across Canada. Worth (1972), on the basis of consultations with practitioners, students and the general public in Alberta, reached a similar conclusion with reference to institutional functioning and recommended a number of changes to counteract the trend towards institutional rather than system comprehensiveness, standardization of services, and homogenization of institutional roles. Heron (1972), conducted the only empirical study in the province which tested and supported the proposition that public colleges pass through identifiable development stages and increase in bureaucratization.

NEED FOR THE STUDY

In general, the observations and conclusions that post-secondary non-university institutions in the province have followed converging patterns in their development and that they do not differ significantly in their functioning characteristics did not emanate from empirical studies. Instead, they were the product either of specific investigations which tested theoretical formulations concerning organizational structures or of non-systematic observations and subjective appraisals.

The paucity of empirical evidence concerning the current functioning characteristics of post-secondary non-university institutions in the province of Alberta coupled with consistent pressures for evaluations of effectiveness and public questioning of the directions and relevance of higher education suggested that an empirically based description and comparative analysis of the functioning characteristics of selected institutions in the system could form a prerequisite basis for assessment, future direction, and action.

EXPLANATION OF TERMS

The term "institutional functioning" refers in a global sense to the manner in which an institution is governed and administered, to the composition and morale of its membership, to its priorities and areas of emphasis, and to its general learning environment.

Throughout this study, the term "institutional functioning" refers specifically to the following eleven dimensions of institutional operation developed by the Educational Testing Service (Peterson, Centra, Hartnett and Linn 1970) as measures of institutional vitality.

1. Intellectual-Aesthetic Extracurriculum (IAE): the extent to which activities and opportunities for intellectual and aesthetic stimulation are available outside the classroom.

2. Freedom (F): the extent of academic freedom for faculty and students as well as freedom in their personal lives for all individuals in the campus community.

3. Human Diversity (HD): the degree to which the faculty and student body are heterogeneous in their backgrounds and present attitudes.

4. Concern for Improvement of Society (IS): the desire among people at the institution to apply their knowledge and skills in solving social problems and prompting social change.

5. Concern for Undergraduate Learning (UL): the degree to which the institution - in its structure, function, and professional commitment of faculty - emphasizes undergraduate teaching and learning.

6. Democratic Governance (DG): the extent to which individuals in the campus community who are directly affected by a decision have the opportunity to participate in making the decision.

7. Meeting Local Needs (MLN): institutional emphasis on providing educational and cultural opportunities for all adults in the surrounding communities.

8. Self-Study and Planning (SP): the importance institutional leaders attach to continuous long-range planning for the

total institution, and to institutional research needed in formulating and revising plans.

9. Concern for Advancing Knowledge (AK): the degree to which the institution - in its structure, function, and professional commitment of faculty - emphasizes research and scholarship aimed at extending the scope of human knowledge.

10. Concern for Innovation (CI): the strength of institutional commitment to experimentation with new ideas for educational practice.

11. Institutional Esprit (IE): the level of morale and sense of shared purposes among faculty and administrators.

The term "faculty" refers to full-time instructional personnel employed primarily for the purpose of providing classroom instruction or for providing instructional supportive services.

The term "administrator" refers to personnel employed half-time or more in coordinating or supervising institutional operations. Administrators include institutional heads, department heads and other similarly-designated personnel.

The term "system" refers in an aggregate sense to the sixteen publicly-supported post-secondary non-university institutions in the province of Alberta.

The term "subsystem" refers to two or more institutions forming a part of the above system but distinguishable by being similarly designated as either technical institutes, vocational centres, or public colleges, or by being similarly administered either by the Department of Advanced Education and Manpower directly or indirectly through appointed governing boards.

The terms "institution" and "organization" are used synonymously.

THE PROBLEM AND SUBPROBLEMS

The purpose of this study was to describe and compare the functioning of six post-secondary non-university institutions in the province of Alberta. Eleven dimensions of institutional functioning, compiled initially by the Educational Testing Service in its attempts to develop a measure of institutional vitality and refined to embody those dimensions of institutional vitality or functioning by which an institution might "... justify its existence to relevant assessors" (Peterson, Centra, Hartnett and Linn 1970:5), were used as the basis for description and comparison.

The _Institutional Functioning Inventory_ prepared by the Educational Testing Service was adapted to an Alberta setting and revised to suit the non-university institutional context within which the study was conducted. The _Institutional Functioning Inventory_ (_IFI_) was the instrument used for data collection in this study. (Appendix B).

The study addressed the following subproblems:

1. To what degree did each institution emphasize each of the eleven dimensions of institutional functioning?

2. To what extent was the perceived functioning of each institution congruent with its assumed or stated purposes?

3. Did faculty and administrators in each institution differ significantly in their perceptions of institutional functioning?

4. Did the six institutions comprising the sample differ significantly from each other on any of the eleven dimensions of institutional functioning?

5. Did the technical institute, vocational centre and public college subsystems differ significantly on any of the eleven dimensions of institutional functioning?

6. Did provincially-administered institutions, i.e. technical institutes and vocational centres, differ significantly from institutions under boards of governors, i.e. public colleges, on any of the eleven dimensions of institutional functioning?

DELIMITATIONS

The study was delimited to a description of the functioning of six post-secondary non-university institutions in the province of Alberta and to a comparative analysis within and among these institutions. Its purpose was to provide a systematic examination of how faculty and administrators perceived the functioning of their institutions on eleven broad dimensions each of which is considered to be an important dimension in higher education (Peterson, Centra, Hartnett and Linn 1970:1-5).

The respondent sample was delimited to include only full-time faculty and administrators. Students were not included in the respondent sample because the study instrument was designed primarily for use with instructional staff and because many of the students in the institutions comprising the study sample were enrolled in programs of less than one year duration. These students could not be expected to respond to many of the questionnaire items concerning institutional policies, practices and priorities.

Statistical analyses were delimited to those appropriate for identifying differences in functioning. Although reference is made to apparent similarities within and among institutions, these observations were based upon visual examinations of institutional profiles and responses to scale items only and not on the basis of statistical tests.

Similarly, comparisons were drawn between stated institutional purposes and roles and the perceived functioning of each institution. However, these comparisons were general and essentially subjective; they were not intended to constitute an evaluation of the degree of success or failure which each institution had achieved in attaining either official or operative goals.

Although data collected included an indication of the distribution of respondents by years in institution and by field of teaching interest, data analysis for the purpose of this study was delimited to comparisons of faculty-administrator responses. The above data were included in the data collection instrument and are reported in Appendices C to H for the use of those institutions who indicated an interest in using the data for further self-study and planning.

LIMITATIONS

The findings of this study were valid for a given point in time. Since the data were based on the perceptions of faculty and administrators as constituent groups in each institution, future changes either in the constituent groups or in the operation of institutions would render the data invalid.

The applicability of the findings was limited by the degree to which the Institutional Functioning Inventory elicited authentic responses and by the degree to which it provided an accurate measure of respondent perceptions and an accurate description of the functioning of the participating institutions.

A final limitation recognized was the limited generalizability of the findings. While the study referred to several subsystems and to the non-university post-secondary system, the institutions selected for this study were not considered to be a random sample drawn from all members of the subsystems or system. Therefore, the specific findings can be generalized only to apply to similar types of institutions located in similar large urban centres.

OUTLINE OF THE THESIS

Chapter II of the thesis provides a conceptual basis for the study and reviews research related to assessments of institutional functioning characteristics. The methodology employed in data collection and analyses and the development and modification of the data collection instrument are described in Chapter III. Chapter IV provides a description of the functioning characteristics of each of the six institutions included in the study sample, assessments of the degree of congruency between institutional functioning characteristics and stated institutional roles and purposes, and analyses of differences in faculty and administrator perceptions of institutional functioning. Chapter V examines the differences among the individual institutions on each of the eleven institutional functioning characteristics measured in the study. Chapter VI provides an analysis of differences in the functioning characteristics of the several subsystems represented by the institutions comprising the study sample. The final chapter presents in summary form the results of the data analysis and concludes with a discussion of conclusions and implications.

CHAPTER II

CONCEPTUAL BASES OF THE STUDY

The purpose of this chapter is to provide a conceptual orientation for the description and comparative analysis of the functioning of higher education institutions.

The chapter is organized in three sections. The first section describes the systems perspective and its application in this study. The second section relates the eleven dimensions of institutional functioning employed as the bases for description and comparison in this study to dimensions of institutional health and to issues and problems considered to be of significant importance in higher education. The third section provides a review of related literature concerning the description and assessment of institutional functioning through measurements of organizational environments with particular reference to studies which employed the *Institutional Functioning Inventory* approach.

In essence, the chapter provides a conceptual rationale for a comparative analysis which Udy (1965:679) defined as

> ... any attempt to establish
> general principles about organizations
> from the study of one or more
> organizations at once.

THE SYSTEMS PERSPECTIVE

The study of organizations as social phenomena requires a choice of those aspects or elements of organization which are most relevant to the problem under consideration. This choice, by isolating a part of social reality for observation, determines the perspective which will be adopted in formulating the analytic and conceptual framework for analysis. As suggested by Mouzelis (1968:56):

> ... it sets theoretical boundaries; it discriminates between relevant and irrelevant properties; it indicates what is going to be explained and what is going to be considered as given.

While there are a number of approaches which may be employed in a description and comparative analysis of organizations, the systems perspective lends itself to the selection of those elements or dimensions of organizational functioning which are valid bases for comparison. The systems perspective can serve as a theoretical basis for answering questions related to organizational health, stability and environmental relationships through examination of both the interrelationships within organizations and the relationships between and among the organizations comprising a larger system.

However, in order to understand the utility of the systems perspective in describing and comparing the functioning of post-secondary institutions, it may be useful to describe more fully the systems perspective and how it was employed in this study.

Antecedents to Modern Systems Theory

The classical approach to explaining and understanding organizations accepted the view that organizations could be understood as sets of rationally coordinated components directed towards the achievement of specific purposes through division of labour and a hierarchy of authority.

This rather static view of organizations was inadequate as a position from which to formulate theoretical and analytic tools which could take into account the complexity of interactions within the organization and the influence of a variety of factors which, although external to the organization, appeared to exert a significant influence. The conceptualization of organization as being the sum of its component parts failed to account for the reality of complex organization. Not only did the internal dynamics of organization generate forces which were irreducible to the component parts, but external environmental factors appeared to exert pressures for organizations to change, adapt, and grow (Schein, 1970:104-105).

It became apparent that a broader "systems" perspective was necessary to take into account the dynamic nature of organizations both in relation to their component parts and in relation to their environment. The systems perspective views organization as a dynamic system in constant interaction with its environment and engaged in multiple reciprocal relationships with other systems. Organizational boundaries, instead of being viewed as static impermeable limits, are viewed as being open and only relatively identifiable. While organizations do exhibit internal patterning, they can be conceptualized as seemingly amorphous entities engaged in constant import, conversion, and export processes rather than as discrete entities having static and describable sizes, shapes, functions, and structures (Schein, 1970: 104-116).

The systems perspective may be envisioned as a conceptual tool for postulating theories which describe what a system is and what it does, and which serve to explain how a system's internal dynamics respond to its external environment.

In order to understand the utility of the systems perspective, it is useful to postulate a continuum having at one extreme the closed system conceptualizations of organization and at the other extreme the open system conceptualizations of organization. Once these polar extremes are clearly specified, it is then possible to envision the range of variables which might be taken into consideration and the approaches most appropriate for specific empirical analyses.

Organizations as Closed Systems

The closed system perspective views organizations as sets of interdependent parts functioning as integral systems. Hall (1972:15-17) describes the closed system perspective as viewing organizations as instruments designed for the pursuit of clearly-specified goals. Such organizations constantly strive to approach optimum rationality in linking their activities to their goals. Thompson (1967:6) suggests that analysts employing the closed system view tend to deal with those elements of organization which are rational and empirically-certain. All elements in the organization are considered as being functional "... making a positive, indeed optimum, contribution to the overall result." Katz and Kahn (1966:29) suggest that the closed system perspective concentrates on principles of internal organization functioning with a consequent disregard for interdependence between the organization and its environment. Silverman (1970:32-33) similarly suggests that the closed system perspective, in adopting the positivist assumption that objective factors exert a direct influence upon human behavior, negates the influence of extra organizational factors on behavior and organizational functioning.

Bertalanffy (1968:39-40) suggests that the closed system perspective is applicable in the physical sciences where the laws of thermodynamics apply. Closed systems, being isolated from their environment and therefore unable to import energy, eventually reach a state of maximum entropy in which all energy is evenly distributed and all elements are in a state of maximum disorder. Such systems tend toward a state of equilibrium--a run-down state which is unequivocally determined by the initial conditions within the system.

Katz and Kahn (1966:26-28) suggest that the closed system perspective is essentially deficient for analyses of organizations. It fails to recognize the dependence of organization upon its environment and concentrates upon internal functioning as if no relationship existed with extra-organizational variables. The processes of integration and coordination, in the organization's efforts to achieve maximum rationality, become ends in themselves. Because closed systems do not take into account the environment, they fail to develop feedback mechanisms and to recognize the possibility of creating alternative conditions to seek the same end. Finally, the closed system perspective tends to view organizational members as mechanistic elements fitting into the demands of the whole and neglects their motivations and contributions to the organization.

However, this is not to say that the closed system view is entirely inappropriate. It still proves useful in understanding the nature of internal organization functioning. Particularly at the technical level of the organization, which deals with the exigencies imposed by the nature of the technical task, the closed system view, according to Thompson (1967:12) has something to commend it.

Organizations as Open Systems

The open system perspective also considers organizations as sets of interdependent parts functioning as integral systems, but adds the notion that the parts and the whole are interdependent and engaged in reciprocal relationships with the larger environment. In employing this perspective, theorists view organizations as integrated wholes rather than as "... the mechanistic aggregate of parts in isolable causal relations" (Laszlo, 1972:15). The characteristics of open systems therefore are irreducible properties.

Open systems engage in essential reciprocal interchanges with their environment in efforts to maintain a dynamic steady state. These interchanges involve input, throughput, and output activities which enable the organization to import relatively more energy than is expended. By so doing, open systems decrease entropy and do not run down or reach static equilibrium as do closed systems. Thus open systems fulfill their needs through input from other systems and fulfill the needs of other systems through their outputs.

Open systems respond to environmental intrusions either by elaborating existing structures to a higher or more complex level or by evolution. Change occurs in open systems either in a pre-programmed ontogenic pattern or by the self-creating phylogenic process of evolutionary transformation. The change process involves a progression from "... multipkicity and chaos to oneness and order" (Laszlo, 1972: 67). Thus open systems tend to increase interdependence, complexity, and hierarchical differentiation. As suggested by Thompson (1967:19-24), open systems attempt to control their internal operation and external environment to the greatest extent possible.

Open systems serve as coordinating interfaces between levels of hierarchy by forming a liaison between lower level components which they control and higher level components which control them. Interdependence of systems is evident in the manner in which they pull together the behavior of their own parts with that of the other components of the larger system.

Laszlo (1972:74-75) suggests that:

> ... nature in the (open) systems view, is a sphere of complex and delicate organization. Systems communicate with systems and form super systems. Strands of order traverse the emerging hierarchy and take increasingly definite shape. ...

He goes on to explain that a hierarchically dominated system is not a passive system but rather a dynamic and adaptive one which reflects in its own functioning the patterns of change in the entire hierarchy.

Information feedback and processing serve as control mechanisms by which the organization maintains a dynamic homeostasis or steady state. Since the organization is engaged in a reciprocal relationship with its environment, its existence is highly dependent upon the effectiveness of information input as a means for monitoring this relationship (Bertalanffy, 1968:41-44).

Open systems are not mechanstic or deterministic. While there may be a macro-determinism in the over-arching system as a whole, parts within the system retain a functional autonomy bounded by an implicit set of rules which systematize. These rules do not constrain the parts to act in only one way. The principle of equifinality as explicated by Bertalanffy (1968:40) applies and suggests that ends may be reached by a variety of inputs and procedures. It is this ends-means relationship which provides for functional autonomy within open systems.

By way of summary, open systems can be considered to have nine common characteristics (Katz and Kahn, 1966:19-26):

1. Open systems require an input of energy from other systems or from their environment.

2. Open systems process their inputs to produce an output.

3. Open systems provide output to their environment and to other systems.

4. The input-throughput-output process is a continuous and recurring cycle. Through these cycles of activities, open systems alter their input, produce outputs, and make decisions in a relatively predictable manner.

5. To survive, open systems must import more energy than they require. In so doing they acquire negative entropy.

6. Open systems require, in addition to energic inputs, information inputs as controlling mechanisms.

7. Open systems maintain a steady state or dynamic homeostasis which operates to maintain a relatively constant energy exchange.

8. Open systems move in the direction of differentiation and elaboration. As the system approaches a steady state, greater specialization and hierarchical organization occurs.

9. Open systems are characterized by the principle of equifinality which suggests that they may reach the same state from different initial conditions, from different environmental inputs, and by a variety of means.

Towards a Reconciliation of Divergent Perspectives

Modern organization theories tend towards the open system end of the continuum but do so in varying degrees. Theorists and analysts appear to have real difficulties in reconciling open and closed system perspectives although there is an apparent recognition that each perspective assists in understanding different aspects of social phenomena.

Buckley (1967:7), for example, suggests that the degree of openness assumed is determined by the permeability of the system's boundaries to its environment and by the purposes of the investigator. He emphasizes, however, that attempts to merge mechanical models which tend to be based on the closed system perspective with organic models which are based on the open system perspective in the same theoretical framework are "... not only questionable in view of their many points of incompatibility, but retrograde in view of modern advances in sociology."

Mechanic (1963:168) notes the distinction between formulation of theory and practical analysis. He recognizes that the theoretician is forced to adopt either an open or a closed system perspective in order to maintain logical consistency, but concedes that the practitioner who applies organization theory in the analysis of complex organizations is forced by his purposes and circumstances to focus on certain dependent and independent variables and to exclude others. In so doing he may err in adopting an eclectic approach in selecting those theories or parts thereof which most adequately explain the variance to be accounted for. Such eclecticism leads to contradictory and confusing statements, excessive tolerance of weak ideas, and sacrifice of parsimony. However, he concludes that it may be appropriate to use a variety of tools for data collection so long as the appropriate system perspective is clearly maintained in the analysis. In effect, he sees a reconciliation of tools for analysis but not of theoretical formulations.

Cohen (1968:13-15) expresses some doubt that the two perspectives can be reconciled and points to the logical difficulties in reconciling perspectives which assume a different conceptual view of man and society. But he too concludes that in instances where a reconciliation has occurred "... these have achieved a great deal in furthering the aim of sociological explanation."

Hall (1972:26) recognizes the impractical nature of a fully open system perspective. The breadth of scope is so extensive that comprehension and evaluation of the multiplicity of factors impinging upon the organization is practically impossible. He further notes that a fully open system would suggest that organization is really not necessary since events occur without organizational intent. Hall's final position on the issue appears to be that the open and closed perspectives can be reconciled; and that, in part at least, the insights provided by each perspective can be combined to yield more insights than either perspective taken alone.

Referring to Thompson's formulation of propositions which apply under "the norms of rationality," Hall (1972:27) suggests that reconciliation is possible through the pragmatic view that:

> ... organizations attempt to be rational, controlling their internal operations and environment to the greatest extent possible, but never achieving a totally closed, rational system.

Thompson (1967:1-2) suggests that the Parsonian distinction of three levels of responsibility and control--technical, managerial, and institutional--provides a basis for reconciling closed and open system strategies. At the technical level, the closed system approach is appropriate since this level of the organization deals with the exigencies imposed by the nature of the technical task. The managerial level performs a service or mediating function in which it deals with a greater number of uncontrollable variables. At this level a partially-open system approach lends itself to analysis. At the institutional level, the organization is open to influences by the environment which can change independently of the actions of the organization. Hence, at this level, the open system perspective is clearly the most appropriate.

Thus the manner in which system theory is employed in the analysis of complex organizations is likely to be determined by the kinds of questions for which answers are sought. If the problems center on variables closely associated with goal achievement and with the individual components of the organization, analysis may be conducted from a relatively closed system perspective. If, for example, it is possible to extend system boundaries to include that part of the environment with which exchange takes place, the system may be treated as a closed system (Hall and Fagen, 1956:23). If the problems center on organizational growth, change, and survival, analysis must be conducted from a relatively open system perspective.

The Systems Perspective Employed in this Study

This study was concerned with answering questions directed primarily at the institutional level in which the institutions were considered to be open to environmental influences over which they had limited control. Therefore the selection of institutions was made from a relatively open system perspective which recognized the importance of environmental influences. In order to ascertain whether or not post-secondary institutions followed converging patterns in their development and in response to their environments, it was considered necessary to select institutions having similar external environments and therefore subject to similar influences. The open systems perspective provided the rationale for this selection.

Because the systems perspective calls attention to the fact that institutions are more than a mechanistic collection of individuals, it was considered appropriate to employ a perceptual approach to institutional description and assessment in which individuals described how members of the institution perceived the institution rather than one in which they reported their personal views and preferences. This approach was expected to take into account the additional organizational dynamic which the systems perspective contends is not the sum of individual actions but rather the product of interactions and interdependencies.

The systems perspective provided justification for viewing institutional functioning as a global concept and for precluding the need to describe the size, structure, or configuration of institutions or to address the nature of specific institutional input, process or output variables. Because the study was concerned with comparing the functioning characteristics among different institutions, it was considered appropriate to address only those functioning characteristics which might be applicable to all institutions and to exclude those which might be the unique characteristics of an institution functioning in a particular or special environment.

The systems perspective provided the rationale for the selection of the Institutional Functioning Inventory as the data collection instrument and the basis upon which to examine the appropriateness of the institutional functioning dimensions measured by the instrument. Because the institutions comprising the study sample were viewed as functioning within an hierarchy of systems, it was considered necessary to ensure that the descriptions and comparisons of institutions were based upon variables or dimensions of importance to systems of higher education in general. This perspective led to an attempt to relate the dimensions of institutional functioning upon which the study was based to variables identified in the literature as being significant to the effective operation of organizations and to further relating the dimensions to current issues in higher education.

DIMENSIONS FOR ANALYSIS

The selection of the dimensions of institutional functioning upon which to base descriptions and comparisons of the institutions comprising the study sample was justified on the criteria that they were significant to institutional health and effective operation and that they were valid bases for comparisons of institutional functioning.

Relationship of Institutional Functioning Dimensions to Organizational Health and Effectiveness.

Miles (1965:17) defines a healthy organization as one which:

> ... not only survives in its environment, but continues to cope adequately over the long haul, and continuously develops and extends its surviving and coping abilities.

Miles (1965:18-22) then describes ten dimensions of organizational health. These dimensions can readily be related to the eleven dimensions of institutional functioning measured by the Institutional Functioning Inventory (IFI) and described in Chapter I and Chapter III of this study.

Goal Focus. Miles contends that a healthy organization is one displaying the characteristic of "goal focus" in which the goals of the organization are reasonably clear to organization members and reasonably well accepted by them. The IFI dimension of Self-Study and Planning

(SP) relates directly to the importance which the institution places on long range planning and associated goal formation activities. The Democratic Governance (DG) dimension relates directly to the process by which organization members are involved in decisions relating to establishing goals, institutional purposes and institutional operating matters. The Institutional Esprit (IE) dimension relates directly to the degree to which organization members are committed to institutional purposes and objectives.

Communication Adequacy. A healthy organization is one in which there is relatively distortion-free communication vertically and horizontally within the organization and across its boundaries to and from its surrounding environment. The IFI dimension of Institutional Esprit (IE) refers directly to the quality of communications within the institution between faculty and administrators, and the Meeting Local Needs (MLN) dimension refers to the extent of communication between the local community and the institution.

Optimal Power Equalization. Miles suggests that a healthy organization is one in which the distribution of influence is relatively equitable and where influence and pursuasion replace statal or coercive power. The Democratic Governance (DG) dimension measured by the IFI refers directly to authority relationships and to the distribution of power and influence within the institution.

Resource Utilization. Miles suggests that organizational health is reflected in the effective use of organizational inputs, particularly personnel resources, and in the perceptions of organizational members that they are making positive contributions to the organization. While the IFI dimensions do not relate directly to resource utilization *per se*, the Institutional Esprit (IE) dimension measures the degree to which institutional members perceive themselves as satisfied with the work of the institution in achieving its purposes.

Cohesiveness. Miles suggests that a healthy organization is one in which its members are loyal to and supportive of the organization. Here again the IFI Institutional Esprit (IE) dimension relates directly to the sense of institutional morale and shared purpose among its members.

Morale. Miles suggests that members of a healthy organization will reflect satisfaction and a sense of well being in their membership role. This dimension of organization health also is directly related to the Institutional Esprit (IE) and indirectly related to the Freedom (F) dimension measured by the IFI.

Innovativeness. Organizational health is reflected in its tendency to grow, develop and change rather than to routinize and standardize its goal activities. The Concern for Innovation (CI) and Self-Study and Planning (SP) dimensions of the IFI measure both the institution's commitment to experimentation and its commitment to self study, evaluation, and planned development.

Autonomy. Miles views a healthy organization as one which is at once relatively independent from its environment and at the same time responsive to it. The IFI dimensions of Freedom (F), Meeting

Local Needs (MLN), and Self-Study and Planning (SP) all relate to elements of what Miles has termed "autonomy."

Adaptation. A healthy organization is one which responds to its environment through change, adaptation and by creating change in its environment. The IFI dimensions of Meeting Local Needs (MLN), Self-Study and Planning (SP), and Concern for Innovation (CI) relate to institutional responsiveness to its environment, and the Concern for Improvement of Society (IS) dimension relates directly to the institution's activities in solving social problems and effectively changing its external environment.

Problem Solving Adequacy. Miles concludes his ten dimensions of organizational health with the contention that a healthy organization will have well-developed mechanisms for solving problems. The IFI dimensions of Self-Study and Planning (SP) and Democratic Governance (DG) both relate indirectly to the institution's problem solving mechanisms and procedures.

The Miles (1964) typology of the characteristics of a healthy organization differs in some ways from definitions of effectiveness and health developed by other writers. For example, Hall (1972:96-102) tends to equate organizational health and effectiveness to efficient attainment of operative goals. Katz and Kahn (1966:458) view organizational effectiveness and health as an inclusive concept in which the organization maximizes its returns by all means. Argyris (1970:47-48), while adopting a position similar to that of Miles, tends to focus on fewer variables in his description of a competent organization as one which operates to the extent that it solves problems, makes decisions and implements them effectively through accomplishing its core activities. These core activities include achieving objectives, maintaining the internal environment and adapting to and maintaining control over the external environment with a minimal energy input requirement.

Etzioni (1964:10-18) tends to reject the ideal or operative goal achievement criteria as measures of organizational health and effectiveness. He expresses a strong preference for the use of a system model in which organizational effectiveness is determined by assessing an organization's performances relative to those of other organizations. Etzioni tends to view organizational health and effectiveness not as absolute constructs but rather as relative characteristics based upon how organizations utilize their resources and how they function in response to their environments.

In general, the eleven dimensions of institutional functioning measured by the _IFI_ were found to represent the major variables which have been identified in the literature dealing with organizational health and effectiveness where assessments of organizations are related to the functioning of organizations and to organizational environments. However the _IFI_ dimensions do not take into account those variables generally considered when organizational health or effectiveness is assessed in terms of social, political or economic benefits; input-output ratios; or matters related directly to the technical process within organizations.

In addition, the IFI dimensions of Intellectual-Aesthetic Extracurriculum (IAE), Human Diversity (HD), Concern for Undergraduate Learning (UL) and Concern for Advancing Knowledge (AK), while not related directly to the Miles typology of organizational health or to the general elements normally considered in assessing organizational effectiveness, are closely related to the specific issues of concern to higher education discussed in the following section.

Relationship of Institutional Functioning Dimensions to Current Issues in Higher Education

A review of the current literature dealing with higher education in the United States, Canada and Alberta in particular, identified a large number of problems and issues related to the functioning of post-secondary educational institutions. While each of these issues could form the subject of extensive discussion, research and evaluation, for the purpose of this study, three major issue areas are discussed and related to the dimensions of institutional functioning which form the bases for this study. The issue areas relate to (1) the problem of access to higher education opportunities, (2) the problem of ensuring responsiveness of institutions to societal needs, and (3) the problem of providing for government direction of institutional services.

The Problem of Access. A number of writers including Newman (1971), James (1974), Kaufman (1971), Hodgkinson (1971), Worth (1972), and Bosetti (1972) identified the need to provide improved access to higher education by removing existing barriers to entry for minority groups and for individuals who cannot avail themselves of conventional post-secondary educational services.

The above writers generally agreed that the consequences of unequal access to higher education affect both the individual whose access is denied and society generally. Consequently, ensuring that equality of access through the provision of useful, attractive and personally relevant educational experiences for persons of diverse social and economic backgrounds should be a function of institutions of higher education.

General agreement was evident in the literature that the achievement of equality of access will not occur by expansion of existing educational services but through innovation and significant change in educational practices. The development and implementation of appropriate innovations will occur when there is a commitment to: improving the learning transaction; identifying and meeting the needs of potential clientele; and greater involvement of a variety of groups--students, faculty, community--in educational decision-making. The maintenance of equality of access, in the face of changing societal needs, will require continuous self-study and planning by both institutions and systems of higher education.

In addition, a much closer liaison should be established between institutions of higher education and society in order to increase the relevance of instruction, meet the manpower needs of industry and improve society through the advancement of knowledge, exercise of the social criticism function, and the application of knowledge in the solution of social problems.

To increase access to educational opportunity, the literature reviewed suggested that institutions should adjust to the increasing importance of higher order needs in society by providing a variety of modes for participation, increasing the range of individuals involved in decision-making, and providing activities consistent with the increasing importance of aesthetic values.

The Problem of Responsiveness. The need for close relationship between the services provided by institutions and the general needs of society was apparent from the criteria for determining institutional responsiveness inherent in the provisions for program evaluation outlined by Gross (1973:187).

1. Whether there is a social need for the program.
2. The equity effects of the program in terms of both income distribution and equality of opportunity.
3. The political feasibility of the program.
4. The extent to which the program is in accord with moral, ethical and social norms of the times.
5. The extent to which the program is in accordance with constitutional and democratic provisions.

In general, the literature consulted indicated a need for institutions to perform the function of providing individuals with career opportunities through close liaison with potential employers, through provision of relevant instruction and through encouraging community acceptance of graduates.

Agreement also was evident in the literature that higher education should search for and disseminate knowledge, should provide leadership and service to communities, and should apply knowledge towards the solution of social problems.

The Problem of Direction. Many of the problems in higher education have been ascribed to the growth of bureaucracy and government control. Newman (1971:23), for example, contended that large state controlled public systems of higher education promote standardization of services, centralize decision-making, stifle local initiative, and introduce partisan politics into higher education. In general, the literature reviewed suggested that institutional flexibility tended to be influenced by the size of the institution, the extent of faculty and student participation in decision-making, and the degree of bureaucratization.

Size, according to Hodgkinson (1971:XV), is one of the most important factors in describing an institution. Large institutions have a more diverse student body, a more research-oriented faculty, less institutional loyalty, more transients in the student body, poorer communication and more student protest. Kaufman (1971:1-3) suggested that because large organizations usually have more resources at their disposal, they are better able than small ones to support experiments that open up new possibilities for them and are better able to take advantage of opportunities afforded them by the discoveries of others.

Participants in a Council of Europe symposium (Council of Europe, 1974:3) generally agreed on the need for substantial faculty participation in course development and operation. Hodgkinson (1971: 262) in referring to the need for increased participation suggested that:

> ... clearly some way must be found whereby individuals can participate more meaningfully in decision-making that governs their lives.

Worth (1974:14) suggested that there is a strong internal momentum in institutions of higher education toward increasing bureaucratization. That is, they move toward a more authoritarian, closed-climate stance and appear to become less influenced by community wishes as expressed through a board of governors or advisory committees.

In general, Worth (1974) suggested that system level coordination of higher education is necessary to improve efficiency, to ensure that services are provided to all elements of the population, to avoid gaps in services as well as prevent unwarranted duplication of programs, to eliminate potentially destructive warfare between faculties, and to facilitate student transfer and continuity in learning.

However, the maintenance of differentiation among, and flexibility in institutions also is necessary to facilitate the personalization of higher education, provide opportunities for innovation, and increase the opportunity for student and faculty participation in decision-making. Increased bureaucratization represents a threat to diversity, flexibility, personalization, participation in decision-making by students and faculty, and innovation and experimentation.

The foregoing discussion of problems, issues and future directions needed in higher education identified a number of institutional characteristics which relate directly to the institutional functioning characteristics measured by the IFI. These functioning characteristics were described briefly in Chapter I and are discussed in detail in Chapter III.

REVIEW OF RESEARCH ON ORGANIZATIONAL FUNCTIONING CHARACTERISTICS

Campbell (1974:17), in discussing the social context of higher education in Canada, identified an urgent need for institutional research and provincial studies to test the effectiveness of particular types of institutions in achieving societal goals. He concluded that from a Canadian perspective "... the lack of in-depth analyses and the shortage of statistical information about the operation of colleges is something of a disgrace."

Dressel (1971:iii-iv), in his preface to The New Colleges: Toward an Appraisal, registered a similarly strong plea for colleges to engage in evaluation and self study both for the benefit of their own programs and to provide concrete evidence upon which others may reach conclusions as to the desirability of committing more resources to their continued growth and development.

Chickering (1971:25-34), in discussing the need for systematic evaluation research, observed that until the late 1960's colleges and post-secondary institutions in general were complacent about their roles, performance and survival. However, as a result of relatively recent social pressures, these institutions have began to take seriously problems of self-definition and self-evaluation. Referring to the uses of instruments for assessing institutional environments, he suggested that institutional functioning scores and profiles should be used by institutions, examined for congruence and incongruity, compared with scores and profiles of other institutions, and used as a benchmark for assessing institutional change.

However, a review of the literature reporting empirical studies of institutional functioning and comparing institutions with others indicated that researchers have tended to focus on process variables such as institutional structures, leadership styles, student characteristics, faculty composition and workloads, and upon the parts and pieces of institutions seemingly in the hope that such studies eventually would contribute to an understanding of systems of higher education.

The body of literature which was found to be most closely related to examining the functioning of a total institution in a global sense rather than to examining the functioning of specific component parts of institutions was that related to assessments of institutional effectiveness/through the examination and measurement of institutional environments.

Organizational Environments

Theoretical Approaches. The problem of assessing institutional effectiveness through examinations of organizational environments has been addressed only recently. Three basic theoretical approaches have been used: role theory, social systems theory, and compliance theory.

Researchers who adopted the view that organizational behavior can be assessed by examining the interrelationship between the needs of the individual organization member and the needs of the organization as they are expressed by demands on the individual, have focussed their research efforts on describing organizational climates and on assessing institutional effectiveness in terms of congruency between the personal needs of individuals and the demands that organizations make on them. Studies conducted from this perspective generally adopted the Getzels-Guba (1957:423-41) model describing the interconnection between the nomothetic or organization and the ideographic or personal dimensions of organizational functioning.

Researchers who adopted the view that organizational behavior can be assessed by examining the interpersonal relationships within the organization have focussed on organizational conflict and morale. Studies conducted from this perspective generally were designed within the broad framework of social systems theory as explicated by Argyris (1957).

Researchers who adopted the view that organizational behavior can be assessed by examining how the organization attracts participants and keeps them involved have conducted studies using the Etzioni (1961) typology of organizations as being coercive, utilitarian or normative in securing member compliance. These studies have employed compliance theory in conceptualizing the dynamics of organizational behavior.

Methodological Approaches. Studies of institutional environments have been conducted from a variety of methodological approaches, most of which were based upon the use of instruments designed to measure the perceptions of institutional members.

Perceptual approaches to assessments of institutional environments generally are based upon role and personality theories. For example, the Organizational Climate Description Questionnaire (OCDQ) developed by Halpin and Croft (1963) has been used extensively to determine the relationship between personality characteristics of school principals and the organizational climate of schools. The OCDQ is based on the rationale that organizational climate is closely related to the perceived behavior of teachers and principals, and as such tends to focus exclusively upon the interpersonal relationships within institutions rather than upon the relationships of institutions to their external environments.

The Organizational Climate Index (OCI) developed by Stern and Steinhoff (Stern, 1963:5-41) similarly adopts a perceptual approach to assessment. The OCI has been used extensively for the description and assessment of organizational climate in a variety of organizations. The OCI was premised on the view that personality and organizational climate are the products of the dynamic interplay between individual and institutional "needs" and environmental pressures or "press" which lead to adaptation behavior on the part of individual organization members.

Two similar perceptual approaches to describing the organizational climate of colleges evolved from research interests in matching individual personality orientations with organizational pressures. The Activities Index (AI) which dealt with the needs of individuals, and the College Characteristics Index (CCI), which probed the organizational press as experienced by persons in the organization have been used to assess the organizational climate in colleges. Owens (1970:184) reports that:

> differences among various institutions of higher learning - denominational colleges, state universities, liberal arts colleges, and teachers colleges ... are observable for measurable factors such as staff and facilities, achievement standards, aspirations of students, extent of student freedom and responsibility, academic climate, and social life on campus.

However, the complexity of the College Characteristics Index (CCI) approach which involved polling students, faculty and administrators for their opinions on a very wide range of college environment factors led to the development of the College and University Environment Scales (CUES).

The CUES instrument concentrates upon five aspects of institutional environment:

1. Pragmatism - reflecting the institution's emphasis on practicality and status.
2. Community - reflecting the friendliness and warmth of the campus.
3. Awareness - reflecting an active cultural and intellectual life.
4. Propriety - reflecting properness and conventionality.
5. Scholarship - reflecting the academic rigor of the institution.

Several other instruments employing the perceptual approach to assessing institutional environments have been developed. These include the Institutional Self Study Survey prepared by the American College Testing Program (1969), the Inventory of College Activities developed by Astin (1968), the Experience of College Questionnaire developed by Chickering (1970), and the Institutional Functioning Inventory developed by the Educational Testing service and used as the basis for this study.

In general, the perceptual approach in assessing institutional environments in higher education has been used relatively recently in institutional self-study, and only a very limited body of literature is available to describe the findings of these studies.

Related Research. Research in which the Institutional Functioning Inventory dimensions and scale items were tested for validity and reliability is reported in Chapter III of this study.

In an effort to secure available reports of other studies conducted using the IFI, a list of colleges and universities administering the instrument was secured from the Educational Testing Service. Requests for information and reports were sent to ten of the institutions listed, and while all requests were acknowledged, only three institutions were able to provide reports of the studies undertaken.

The John Jay College of Criminal Justice of the City University of New York indicated that the Institutional Functioning Inventory had been employed in the college for institutional self-study. A report of the self-study project prepared for the Middle States Association of Colleges and Secondary Schools (1974), indicated that the IFI was administered to 197 full-time faculty and administrators and to 263 students. Although the IFI had certain limitations in its applicability to an urban college, it was found to be a very useful instrument for institutional self-study purposes.

The Centre for Research and Development in Higher Education conducted an extensive national study of higher education institutions in the United States who had adopted the use of unicameral campus senates having broad faculty, student and administrator representation. The general purpose of the study was to examine the process of campus governance and the effectiveness of unicameral systems of governance involving faculty, students and administrators in the governance process.

Hodgkinson (1974) reported that the above study involved 364 institutions in responding to a detailed questionnaire dealing with senate representation, selection of representatives and senate responsibilities. Of the 310 institutions whose questionnaire responses were found to be usable, 15 were selected for case study using the participant observer approach. These institutions also were asked to complete the Institutional Functioning Inventory as an empirical description of the campus environment.

Data analysis involved comparing questionnaire responses with case study reports and institutional functioning profiles. Noted among the findings was a consistent divergence between descriptive questionnaire responses by administrators and case study data. Hodgkinson (1974: 135) concluded that:

> ... administrators are by and large more
> euphoric about the performance and potential
> of campus senates than those who are more
> directly involved in these bodies on a daily
> or weekly basis.

Other findings reported by Hodgkinson (ibid. 138-146) included the following:

1. The more clarified the mission and purpose of the institution, the better the possibility for democratic governance through the use of a unicameral senate. Successful senates were seen to operate in institutions having commonality of purpose, a limited scope of student diversity and consistent programs clearly related to the purpose of the institution.

2. Community colleges, being relatively more coherent in terms of study body and objectives than other institutional types, were more successful in the use of campus senates.

3. Institutions which would have most difficulty in the use of campus senates would be large public universities located in large cities with a high degree of diversity of programs and institutional objectives. Institutions least likely to have difficulty with a campus senate would be relatively saml1, cohesive in purpose, and have a relatively homogeneous student body.

The University of Ottawa employed the Institutional Functioning Inventory in a self-study project which involved administering the IFI to 325 faculty, 553 students and 67 administrators. The study also involved translating the IFI to French and a comparison of University of Ottawa institutional functioning profiles with those of another Canadian university. The purpose of the project was to enhance institutional understanding of how professors, administrators and students did in fact perceive the university.

An intrainstitutional analysis of results indicated that:

1. Anglophone and Francophone professors and students did not differ significantly from each other in their perceptions of institutional functioning.

2. The perceptions of institutional functioning by administrators were generally higher on each dimension compared to those of either professors or students.

3. Professors generally were closer to students than to administrators in their perceptions of institutional functioning.

4. Professors were closer to administrators than to students in their perceptions of the degree of institutional Concern for Undergraduate Learning (UL).

5. Professors differed significantly from administrators in their perceptions of institutional functioning on the Freedom (F), Human Diversity (HD), Democratic Goverance (DG), Meeting Local Needs (MLN) and Institutional Esprit (IE) dimensions.

An interinstitutional comparison of University of Ottawa institutional functioning profiles with those of another Canadian university and with American norms indicated that University of Ottawa mean scores were generally lower than those of the other Canadian university and significantly lower than the American norm.

Two studies which employed the College and University Environment Scales (CUES) in describing Canadian college environments provided additional findings indirectly related to this study.

Cornish (1971) used the CUES instrument to investigate the differences in student, faculty and administrator perceptions at four Alberta colleges. Each of the colleges was found to have a unique environment. Second year students were found to be more realistic rather than idealistic in their perceptions of the college environment, and faculty members tended to score consistently higher on CUES scales.

Russell (1974) used the CUES instrument in a similar study of a Manitoba community college and found that faculty generally perceived the college environment more favourably than did students or administrators. The research concluded that the respondent's location, position and time within the college environment significantly affected his perceptions of that environment.

While the foregoing review of related literature was not intended as an exhaustive review of the findings of studies which employed the Institutional Functioning Inventory approach in measuring institutional environments, it suggested that a limited amount of empirical research had been conducted in the area of institutional functioning at the post-secondary education level.

SUMMARY

This chapter developed a conceptual orientation for a description and comparative analysis of the functioning characteristics of higher education institutions.

The systems perspective was described in considerable detail noting the distinctions between open and closed systems perspectives and the utility of the open systems perspective in studies concerned with institutional growth, development and survival. The systems perspective was viewed as the conceptual basis for the selection of institutions comprising the study sample, for the use of the perceptual approach to institutional description and assessment, and for the selection of institutional functioning characteristics.

The dimensions of institutional functioning measured by the _Institutional Functioning Inventory_ were related to variables associated with assessments of organizational health and effectiveness and to current issues in higher education.

The chapter concluded with a review of related literature which identified theoretical and methodological approaches to studies of organizational functioning through measurements of institutional environments. Three studies which had employed the _Institutional Functioning Inventory_ were reviewed and major findings were identified.

CHAPTER III

METHODOLOGY

This study was designed to describe and compare the functioning of selected post-secondary non-university institutions in the province of Alberta and to provide answers to the specific questions posed in Chapter I. The selection of institutions and respondents within institutions, the selection and adaptation of a data collection instrument and the data collection and analysis procedures were undertaken with a view to ensuring data reliability and to ensuring that those external environmental variables which could not be controlled could be considered as having had a similar general influence upon the growth, development and functioning of all of the institutions selected for study.

SELECTION OF THE SAMPLE

Selection of Institutions

Six post-secondary non-university institutions in the province of Alberta were selected for this study. Included in the sample were:

Southern Alberta Institute of Technology (SAIT) - Calgary
Northern Alberta Institute of Technology (NAIT) - Edmonton
Alberta Vocational Centre (AVC-Calgary) - Calgary
Alberta Vocational Centre (AVC-Edmonton) - Edmonton
Mount Royal College (MRC) - Calgary
Grant MacEwan Community College (GMCC) - Edmonton

The selection of institutions was made on the basis of four major considerations. First, it was considered necessary to select institutions representative of the major Alberta non-university post-secondary subsystems. At the time the study was conducted, these subsystems included the public college subsystem comprised of six institutions, the technical institute subsystem comprised of two institutions, the vocational centre subsystem comprised of five institutions, and the agricultural and vocational college subsystem comprised of three institutions. Since the latter subsystem was small in terms of the number of students served and since its institutions were not located in major urban centres, the agricultural and vocational colleges were not included in the sample.

Second, it was considered necessary to include institutions which were representative of the two major types of governing structures employed in the province. The public colleges operate under The Colleges Act (1969) and are administered by appointed governing boards. The technical institutes, vocational centres, and agricultural and vocational colleges operate under the Department of Advanced Education Act (1971) and are administered directly by the province. These institutions normally are termed "provincially-administered institutions" while the former are termed "board of governors administered institutions".

The Southern Alberta Institute of Technology, the Northern Alberta Institute of Technology, Alberta Vocational Centre Calgary and Alberta Vocational Centre Edmonton were selected as representing the provincially-administered category, and Mount Royal College and

Grant MacEwan Community College were selected as representing the board of governors administered institutions.

A third consideration in the selection of the sample was to ensure that the institutions selected could be considered as having developed within similar if not identical environmental contexts. Three institutions were selected in each of the two major urban centres in the province, Calgary and Edmonton. The selection of institutions in these two centres was made on the rationale that the two centres provided reasonably similar environmental contexts. Both centres had similar populations and economic bases and both were served by a university, a public college, a technical institute and a vocational centre.

Limiting the sample to institutions located in these two centres provided a measure of control over such variables as (1) the larger society which generates those demands and supports which influence the operation of institutions (Almond and Powell 1966:25-29), (2) the size of the population pool which provides potential members and clients to the institutions, (3) the type and number of agencies and institutions with which the institutions compete, cooperate, or transact, (4) the other sets of publics who influence the institution as controllers, adversaries, suppliers, advisers, and clients (Gross 1964:411), and (5) the general nature of the academic and non-academic components of the community which form interacting and interpenetrating elements (Parsons 1968:74).

Selection of Respondents

All full-time instructional and administrative faculty in each institution comprised the two major constituent groups whose perceptions of institutional functioning were solicited.

Since the Institutional Functioning Inventory (IFI) uses a perceptual approach to assessment in which respondents report what their institution is like and how it operates, it was considered advantageous to use the total population as respondents rather than to select a random sample. Furthermore, since some institutions indicated an interest in subsequently using the data for a detailed analysis of subgroup responses, inclusion of the total population served to ensure that representation from each subgroup was adequate to permit further analysis.

Administration of the Institutional Functioning Inventory (IFI)

Initial personal contacts were made with the heads of each institution selected for study to ascertain their willingness to participate in the study and to secure their agreement to designate officially one individual within the institution to be responsible for distributing the Institutional Functioning Inventory (IFI) and for collecting response sheets.

Since the investigator was known in the participating institutions and since he was associated with government, it was considered desirable for him to retain a low personal profile in data collection to avoid introducing respondent bias. For this reason, all contacts with institutions generally were made either through the head of the institution or through his designated officer.

Designated officers were asked to provide respondents with a brief description of the purpose of the study and with the following statement indicating the usefulness of the study to the institution.

> The study is expected to provide useful profiles of six institutions in the province. These profiles may be used by each participating institution to gain an improved understanding of its own operation, to identify objectives and purposes, and to identify areas of potential conflict. The results of the study will be returned to each institution for its internal use and may form the basis for the planning, evaluation and innovation activities necessary for systematic institutional renewal.

Further directions to the respondents and assurances of anonymity were included directly in the IFI booklet and on response sheets. (Appendix B).

IFI Returns

Table I presents a summary of responses by institution, subsystem, and total sample. One thousand four hundred and forty faculty were asked to respond. Nine hundred and eighty-five questionnaires were returned of which nine hundred and thirty-four were considered usable.

Approximately five percent or fifty-one responses were not used for one or more of the following reasons: incomplete responses to the extent that scale scores could not be computed; added columns where respondents did not accommodate to forced-choice responses; and obvious skew where respondents completed response sheets by marking the same response for all questions.

TABLE 1

QUESTIONNAIRE RESPONSES BY INSTITUTION, SUBSYSTEM, AND TOTAL SAMPLE

Institution/ Subsystem	Possible Responses	Actual Responses	Percentage Responses
Southern Alberta Institute of Technology	510	325	64
Northern Alberta Institute of Technology	540	359	66
Technical Institute Subsystem	1050	684	65
Alberta Vocational Centre-Calgary	70	44	63
Alberta Vocational Centre-Edmonton	75	59	79
Alberta Vocational Centre Subsystem	145	103	71
Mount Royal College	140	69	49
Grant MacEwan Community College	105	78	74
Public College Subsystem	245	147	60
TOTAL SAMPLE	1440	934	65

The overall rate of return of usable responses was sixty-five percent. Only one institution, Mount Royal College, provided a low percentage of responses. The low response for Mount Royal College (49%) probably could be attributed to the fact that the college had been involved extensively in a large number of studies requiring considerable time commitments by faculty. All other institutions provided more than sixty percent response.

While a higher percentage of returns might have been achieved through use of follow-up procedures, it was agreed a priori with institutional heads that faculty and administrators would be asked to participate on a voluntary basis and that designated officers in each institution would follow-up once only with a general reminder indicating the IFI responses were due.

Respondent Characteristics

Table 2 provides a summary of respondent characteristics by institution. As might be expected, the majority of respondents in all institutions were faculty members. Respondents in the technical institutes (SAIT and NAIT) were almost equally divided in terms of the number of years they had been with the institution. The majority of respondents in the vocational centres (AVC-C and AVC-E) and in the public colleges (MRC and GMCC) had been with their institution for fewer than six years. Most of the respondents in the technical institutes indicated the physical sciences as their area of teaching interest. Most of the respondents in the vocational centres indicated business - academic upgrading as their area of teaching interest, and

TABLE 2

RESPONDENT CHARACTERISTICS

Institution	Role		Years with Institution		Field of Teaching Interest			
	Faculty	Admin.	Less than 6	More than 6	Physical Sciences	Social Sciences	Business/ Academic	Other
SAIT	298	27	174	151	152	38	58	77
NAIT	306	53	183	176	188	18	63	90
AVC-C	39	5	32	12	10	8	21	5
AVC-E	56	3	46	13	12	3	38	6
MRC	50	19	43	26	25	25	7	12
GMCC	52	23	75	0	27	25	14	9
Totals	801	130	553	378	414	117	201	131

the respondents in the public colleges were almost equally divided between the physical and social science areas. A fairly large number of respondents in the technical institutes indicated "other" as their area of teaching interest. These respondents probably represented faculty in the trades and apprenticeship areas.

INSTRUMENTATION

Selection of the Instrument

The only data collection instrument used in this study was the Institutional Functioning Inventory (IFI). This inventory, produced as a part of its Institutional Research Program in Higher Education by the Educational Testing Service in Princeton, New Jersey was selected because it addressed in a general way the issues and problems facing post-secondary education which were identified in Chapter II of this study, and because it provided a means whereby constituent groups within each institution could describe the functioning of their institution on dimensions which were considered to be of significant importance in higher education.

Development of the Instrument

Development of the IFI began in 1966-67 with the work of a group, associated with Educational Testing Services, who undertook the development of a measure of institutional vitality. Using previously-developed resource material, Educational Testing Service staff designed and implemented a survey which involved a cross-section of three hundred and seven colleges and universities in completing an open-ended questionnaire in which they were asked to suggest characteristics which would describe a "vital" college or university.

The results of this survey were considered in two conferences held in 1967, and subsequent to these activities twelve dimensions of institutional functioning were agreed upon. The initial version of the IFI was developed and pretested with sixty-seven colleges.

An item analysis was conducted for the pretest responses with a view to selecting twelve items for each of the twelve dimensions identified. This was to be done so as to maximize the internal consistency reliability of each measure and the empirical independence of each of the scales. On the basis of this analysis, the IFI was reconstructed to consist of one hundred and thirty-two items embodied in eleven twelve-item scales or dimensions.

The IFI, as employed in this study, yields scores on the following scales or dimensions of institutional functioning.

1. *(IAE) Intellectual-Aesthetic Extracurriculum* refers to the availability of activities and opportunities for intellectual and aesthetic stimulation outside the classroom. Institutions with high scores are characterized by their deliberate efforts to encourage intellectual and artistic interests through appearances by leading intellectuals, informal discussion groups, student literary productions, art exhibits, musical presentations, and so forth. Low scores would mean a relative absence of extracurricular opportunities of an intellectual and aesthetic nature.

2. *(F) Freedom* has to do with academic freedom for faculty and students as well as freedom in their personal lives for all individuals in the campus community. High scores imply that respondents perceive themselves to be essentially free to discuss topics and organize groups of their own choosing, to invite controversial speakers, and to be relatively free of institutional restrictions on their personal conduct and activities. Low scores suggest an institution that places many restraints on the academic and personal lives of faculty and students.

3. *(HD) Human Diversity* has to do with the degree to which the faculty and student body are heterogeneous in their backgrounds and present attitudes. A high score indicates that the institution is viewed as having attracted students and faculty of diverse ethnic and social backgrounds, of diverse political and religious attitudes, and of diverse personal tastes and styles. A low score suggests a campus community that is relatively homogeneous in terms of faculty and student backgrounds and beliefs.

4. *(IS) Concern for Improvement of Society* refers to a desire among people at the institution to apply their knowledge and skills in solving social problems and prompting social change. A high score implies that many faculty wish to, and do, consult with governmental agencies on social and economic matters, that programs dealing with contemporary

social problems exist on campus, that campus authorities are committed to the view that the institution should be actively engaged in working to improve social conditions. Low scores imply some combination of disinterest, parochialism, or conservativism in relation to the existing social order.

5. *(UL) Concern for Undergraduate Learning* describes the degree to which the institution--in its structure, operation, and professional commitment of faculty--emphasizes undergraduate teaching and learning. A high score suggests a faculty generally disposed toward personalized teaching of undergraduates, encouragement of active student involvement in the learning enterprise, and institutional rewards for good teaching. A low score indicates either that undergraduate instruction stands relatively low as an institutional priority, or else the perception that, for whatever reasons, the quality of teaching at the institution is generally somewhat poor.

6. *(DG) Democratic Governance* reflects the extent to which individuals in the campus community who are directly affected by a decision have the opportunity to participate in making the decision. High scores signify extensive and meaningful faculty and student involvement in institutional affairs, decentralized decision-making, and shared (horizontal) rather than hierarchical (vertical) organi-

zational arrangements. Low scores suggest authoritarianism--authority and power tightly held, typically by an administrative clique, in a "top-down" administrative framework.

7. *(MLN) Meeting Local Needs* refers to an institutional emphasis on providing educational and cultural opportunities for all adults in the surrounding area, as well as meeting needs for trained manpower on the part of local businesses and government agencies. High scores indicate availability of adult-education, job-related, and remedial curricula; operation of job-placement and vocational-counselling services; and accessibility of the campus to commuters. Low scores indicate a low priority, usually reflecting traditional purposes and functions, given to meeting local area needs.

8. *(SP) Self-Study and Planning* has to do with the importance institutional leaders attached to continuous long-range planning for the total institution, and to institutional research needed in formulating and revising plans. High scores reflect the perception that long-range planning is a high-priority activity for institutional officials; that a long-range plan for the institution currently either exists, is being developed, or is being reformulated; and that relevant institutional self-studies are periodically

conducted. Low scores indicate a perceived lack of systematic long-range planning and pertinent self-study.

9. *(AK) Concern for Advancing Knowledge* reflects the degree to which the institution--in its structure, function, and professional commitment of faculty--emphasizes research and scholarship aimed at extending the scope of human knowledge. High scores signify heavy faculty engagement in scientific research, institutional rewards for academic productivity, and high institutional priority for knowledge-producing activities in general. Low scores indicate a low priority, usually reflecting traditional institutional purposes, given to research and scholarship.

10. *(CI) Concern for Innovation* refers, in its highest form, to an institutionalized commitment to experimentation with new ideas for educational practice. A high score reflects the view that senior administrators are receptive to new ideas, that people are encouraged to innovate and experiment at all levels, and that significant changes, in the curriculum, for example, have, in fact, been made in recent years. Low scores could imply traditionalism, complacency, or opposition to change in the institutional community.

11. *(IE) Institutional Esprit* refers to a sense of shared purposes and high morale among faculty and administrators. High scores reflect a feeling of genuine community (as

commitment to shared objectives), loyalty to the institution and satisfaction with its work, open and honest communication among faculty and administrators, and respect for the competency of administrative leaders. Low scores suggest antagonism among and between faculty and administrators, low faculty estimate of the worth of the institution, and poor morale in general within faculty and administrative ranks.

Modification of the Instrument

The IFI is an instrument developed primarily for use in the United States and has certain characteristics by which it can be identified as being decidedly American. In order to increase its relevance to an Alberta setting and particularly its relevance to the institutions selected for study, the American edition of the IFI was carefully edited. Permission to produce a revised edition and use it for this study was granted by the Educational Testing Service. (Appendix A). However, it is important to note that the changes introduced in adapting the IFI to a Canadian setting in no way changed the substantive nature of any of the items. The changes made, for the most part, related to terminology and expressions related to the social, political or economic contexts of the two countries.

The "Information Items" section of the IFI was revised by deleting questions related to age of respondents and teaching load and by adding a question asking respondents to indicate the number of years which they had been associated with the institution. Other changes included changing the words "college" to "institution", "state" to "province", "Washington" to "Ottawa" and "professors" to "faculty". The term "American society" was changed to "Canadian society".

On the basis that the IFI had already been used with similar modifications in a Canadian setting, it was assumed that the above-noted revisions rendered the instrument applicable for use in the institutions comprising the study sample and that no pilot testing was necessary.

Instument Reliability

In the technical development of the IFI, a concerted effort was made to ensure its reliability in terms of scale homogeneity or internal consistency (Peterson, Centra, Hartnett and Linn 1970:15-19).

On the basis of data generated by administering the IFI in thirty-seven institutions, the eleven scales or dimensions of the IFI were found to be reliable when defined in terms of internal consistency. However, reference to Table 3 indicated a considerable number of high correlations between scales. High correlations were evident for Freedom (F) and Human Diversity (HD); Freedom (F) and Concern for Improving Society (IS); and for Concern for Improving Society (IS) and Concern for Innovation (CI).

The discovery of a number of intercorrelations among scales of the IFI led to a factor analysis of the thirty-seven college means. Results of the factor analysis indicated that four factors might explain the faculty-perceived climates that distinguish among four-year higher education institutions (Peterson, Centra, Hartnett and Linn 1970:18).

TABLE 3

IFI SCALE INTERCORRELATIONS

(based on faculty means at 37 institutions)

	IAE	F	HD	IS	UL	DG	MLN	SP	AK	CI	IE
IAE											
F	.50										
HD	.55	.73									
IS	.60	.71	.71								
UL	-.10	.22	-.08	.04							
DG	.34	.52	.39	.56	.41						
MLN	-.05	-.25	.08	.02	-.40	-.21					
SP	.22	.18	.15	.34	.17	.42	.21				
AK	.62	.41	.49	.59	-.53	.15	.01	.09			
CI	.39	.57	.48	.70	.28	.65	-.09	.66	.35		
IE	.17	.08	-.11	.14	.33	.54	-.09	.49	.07	.36	

Factor I seems to be a "liberal" orientation, with freedom, human diversity, and a concern for improving society being outstanding features.

Factor II appears to be something of a "community" dimension, with a college characterized by high faculty esprit, all interested groups in the institution involved in governance and planning, and a concern for continuous evaluation.

> Factor III might be termed an "intellectual" climate, where there is a great deal of emphasis on research and intellectual and artistic extra-curricular interests.
>
> Factor IV ... may perhaps be regarded as an "ivory tower" orientation, with an emphasis on undergraduate learning and a lack of concern for meeting local community needs.

While the above empirical evidence indicated that there was substantial overlap among the eleven scales, Peterson *et al* (1970:18-19) contended that there remained sufficient evidence of conceptual differences between scales to justify separate measurement. Furthermore, in view of the preliminary nature of the *IFI*, and on the basis that the above tests were applied to data generated by studies of only thirty-seven senior four-year colleges, the writers contended that the eleven scales should be retained as measures of unique elements of institutional functioning.

Instrument Validity

The technical development of the *IFI* also included extensive procedures to evaluate its construct validity or the relationships between the scales or dimensions of institutional functioning and other institutional characteristics conceptually related to the scale as defined (Cronback 1970, Shaw and Wright 1967:18-19).

Correlational data were used to ascertain relationships between *IFI* scales and relevant published institutional data, student perceptions of their college environment using the *College and University Environment Scales* (*CUES*), and a national study of student protest. A multigroup multiscale matrix also was developed to analyse scores of different groups of respondents. Additional evidence of validity was gained by examining profiles of selected institutions and comparing these profiles with how these selected institutions were expected to score on the IFI scales (Peterson et al 1970:20-33).

In general, these procedures indicated relatively high construct validity for each of the eleven scales. In effect, the IFI instrument was viewed as a valid measure of the scales or dimensions of institutional functioning as defined.

Instrument Norms

Norms were established for the Institutional Functioning Inventory on the basis of faculty responses in thirty-seven institutions. These institutions were a random sample drawn from one hundred institutions which were considered to be a representative sample of the population of American four year colleges and universities (Peterson et al 1970:34-39).

Since these norms were not considered to be representative of Canadian two year post-secondary non-university institutions, they were not used for comparative purposes in this study. However, Table 4 is included here to illustrate the differences in mean scores and standard deviations between the American norms and the scores for the study sample.

TABLE 4

A COMPARISON OF STUDY SAMPLE SCORES WITH THE AMERICAN IFI NORMS

Functioning Dimensions	American Norm		Study Sample	
	Mean	Standard Deviation	Mean	Standard Deviation
IAE	8.49	2.11	4.00	3.14
F	9.05	1.49	8.70	2.22
HD	7.11	1.80	8.04	1.87
IS	6.75	2.39	4.55	3.02
UL	8.18	1.78	7.70	2.30
DG	6.99	1.77	6.32	3.47
MLN	6.86	2.25	10.71	1.36
SP	7.33	1.32	6.74	3.12
AK	4.50	2.74	2.60	2.28
CI	7.95	1.46	7.23	2.90
IE	8.51	1.28	8.34	3.06

Reference to Table 4 clearly indicated differences between the American norm and the study sample mean scores on the Intellectual-Aesthetic Extracurriculum (IAE), Concern for Improvement of Society (IS), Concern for Undergraduate Learning (UL), Meeting Local Needs (MLN), and Concern for Advancing Knowledge (AK) dimensions of institutional functioning. The American norm was characterized by its high emphasis upon Intellectual-Aesthetic Extracurriculum (IAE) and Concern for Improvement of Society (IS) dimensions, while the study sample was characterized by its high emphasis upon Meeting Local Needs (MLN) and its low emphasis upon Concern for Advancing Knowledge (AK). These apparent differences suggested that the American norm could not be considered as a credible basis for comparing the functioning characteristics of the institutions comprising the study sample.

Format and Scoring

The IFI used a perceptual approach to assessment in which respondents reported what their institution was like and how it operated. The one hundred and thirty-two questions included in the IFI followed two types of item format. The first was a seemingly factual item format to which the respondent must answer either "Yes", "No", or "Don't Know". The second question format required an opinion in the form of "Strongly Agree", "Agree", "Disagree", or "Strongly Disagree". Sections 2 and 4 in the revised IFI including items 4-28 and items 76-98 required factual response. Sections 3 and 5 including items 29-75 and items 99-135 required an opinion response.

In order to allow for the acquiescence response set, in which respondents tend to agree to almost any proposition, roughly one-third of the items were stated in such a way that a negative response was counted on the scale score.

Scoring of the IFI, as specified in the IFI Technical Manual, was on a unit basis with scoring related to directionally keyed responses. Thus, if the keyed response to an item was "Yes", "Strongly Agree", or "Agree" any one of these responses was scored "one".

Each respondent's scale score, which may range from 0 to 12, was calculated as the number of items scored in the keyed direction. When a respondent omitted 4 or fewer items, omitted items were scored with the average of item scores responded to on that scale. Individuals omitting more than 4 items for each scale were not scored on that scale.

DATA ANALYSIS

Individual responses were machine scored in the manner previously described. Scale scores for individuals were then combined to compute mean scale scores for each constituent group and for each institution, subsystem and the total sample.

Response frequencies were calculated for each of the one hundred and thirty-two IFI scale items for each institution. These response frequencies for each of the twelve items constituting each of the eleven IFI scales are reported by institution in Appendices C, D, E, F, G and H. Scale item responses proved to be extremely useful in interpreting institutional mean scores and particularly in identifying differences and similarities in the perceptions of institutional functioning by different constituent groups.

A one-way analysis of variance using the Scheffe test for multiple comparisons of means constituted the major statistical test employed in this study. Analysis of variance was considered to be an appropriate statistical procedure by which to test the significance of the differences between means within institutions and among the six institutions comprising the study sample (Ferguson: 1971:208).

The choice of a parametric test for differences between means was made on the assumption that the data generally satisfied the following conditions: (Seigel 1956:18-20)

1. The observations were independent so that the selection of any one case did not bias the chances of any other case for inclusion.

2. The observations were drawn from normally-distributed populations.

3. The variances in the population from which the sample was drawn were equal.

4. The variables involved were measured on an interval scale.

5. The means of these normal and homoscedastic populations were additive.

Chi square tests were applied to the data to test for homogeniety of variance, and with few exceptions, homogeneity was indicated.

The Newman Keuls test for comparisons between ordered means was applied but was used only for the purpose of rank ordering institutions on each IFI scale.

HISTORICAL DATA

In order to provide an accurate description of the functioning of each institution, and particularly in order to provide the basis for assessing the congruency of institutional functioning relative to stated roles or purposes, it was considered necessary to provide an historical overview of the origin and development of each institution. In addition, it was considered necessary to provide a summary statement of each institution's current purpose and role.

These data were obtained through reviews of documents and correspondence available in the offices of the Department of Advanced Education and Manpower.

SUMMARY

The study sample was comprised of six institutions located in the two major urban centres in the province of Alberta. Respondents included all faculty and administrators in each institution. The response rate for the total sample was sixty-five percent.

The major data collection instrument used in the study was the Institutional Functioning Inventory (IFI). Permission to modify and use this instrument was granted by the Educational Testing Service.

The IFI measured perceptions of institutional functioning on eleven scales each of which was considered to represent an important dimension of the functioning of institutions of higher education.

The data were analysed by generating mean score profiles for each constituent group, for each institution and for each subsystem. Differences between means between constituent groups within institutions and between institutions and subsystems were analysed using a one-way analysis of variance with Scheffe's test for multiple comparisons of means.

CHAPTER IV

INSTITUTIONAL ANALYSES

This chapter provides a description of the functioning characteristics of each of the six institutions included in the study sample and an intrainstitutional analysis of differences in faculty and administrator perceptions of institutional functioning. The chapter is organized in sections each dealing with one of the six institutions. A consistent reporting format is used throughout the chapter.

Each section begins with an historical overview of the development of the institution and a statement of its current role. This overview is followed by an institutional profile which provides a scale by scale description of the current functioning of the institution, and by an assessment of the degree of congruency between the profile and the institution's stated role. Each section concludes with an intrainstitutional analysis of differences in perceptions of institutional functioning as reported by faculty and by administrators.

To facilitate description, the following terms were selected and applied consistently to describe institutional mean score profiles:

Very high - mean scores above 10

High - mean scores including 7 and between 7 and 10

Moderately high - mean scores including 6 and between 6 and 7

Moderately low - mean scores between 5 and 6

Low - mean scores below 5

Very low - mean scores below 2

In essence, this chapter describes the functioning of each of the six institutions comprising the study sample and seeks to provide answers to the following subproblems:

To what degree did each institution emphasize each of the eleven dimensions of institutional functioning?

To what extent was the perceived functioning of each institution congruent with its assumed or stated purposes?

Did faculty and administrators in each institution differ significantly in their perceptions of institutional functioning?

SOUTHERN ALBERTA INSTITUTE OF TECHNOLOGY

Historical Overview

In 1914, a Royal Commission appointed to consider the possible establishment of a University of Calgary recommended instead the establishment of an Institute of Technology and Art. As a result, the Provincial Institute of Technology and Art was formed in 1916. At that time, the Institute was created to be based on and related both to the existing educational system and to the commercial and industrial situation (Campbell:1967).

In 1921, the Institute moved to a new campus, and its purpose was more clearly identified as being to provide courses which were vocational and semi-professional in character. After the Second World War, SAIT returned to what is now its present location, with replaced facilities and equipment and a specified mandate in the technical field. At that time, the programs offered were classed as technological, cultural, trades, evening and correspondence courses and training for industrial arts teachers.

Since its early beginnings, the institute's facilities have been expanded considerably but its role has remained firmly established in the technological and semi-professional areas. In 1961, the name of the Institute was officially changed to the Southern Alberta Institute of Technology (SAIT) with the Alberta College of Art included as a separate division.

Current Role

In a role statement submitted to the Department of Advanced Education in 1973, SAIT indicated that its aim for the future reflected its consistent role since 1916. Its role was to provide within economic limits, the best possible opportunities, not only for the student to develop and maintain occupational competence and personal development through ongoing career-oriented education programs, continuing education courses and extracurricular education, but also to enable the Alberta and Canadian communities, particularly their commerce and industry to benefit from SAIT's services.

Its major purpose and functions were:

1. to develop along the lines of a polytechnic;
2. to be intimately related not only to the existing educational system, but also to the commercial and industrial situation;

3. to render the greatest possible service in meeting the educational needs of the industrial and commercial fields;

4. to give instruction of a vocational nature or having a career orientation;

5. to offer polytechnic education programs and continuing education courses in trades including the apprentice trades, engineering and related technologies, fine arts, applied arts including business education, communication arts, medical sciences, and related disciplines within the polytechnic concept -- each with a vocational character or career orientation;

6. to offer both on-campus and off-campus education by taking instruction to rural and urban residents by a variety of methods; and

7. to apply its considerable human and physical resources to the development of its students and the commerce and industry of the Alberta and Canadian communities.

Consistent with these stated aims and functions, SAIT currently offers an extensive range of programs in the areas of industrial technologies, business administration, health sciences, medical-dental technologies, home economics, communications and apprenticeship trades training. In addition, the Alberta College of Art offers four-year programs in advertising art and in fine and applied arts.

Institutional Profile

Examination of the SAIT "Institutional Mean Score Profile", which is presented as Figure 1, indicated a relatively low degree of institutional emphasis upon Advancing Knowledge (AK) and Concern for Improvement of Society (IS):

The low score on the Advancing Knowledge (AK) dimension, which was the highest among the six institutions comprising the study sample, suggested that the institution placed limited emphasis upon scientific research and knowledge-producing activities in general. Reference to scale item responses indicated that 64.3% of respondents perceived the governing authority as considering advancement of knowledge through research and scholarship as being outside of the purpose of the institution. Similarly only 41.2% of respondents indicated that senior administrators considered advancement of knowledge through research to be an important institutional purpose.

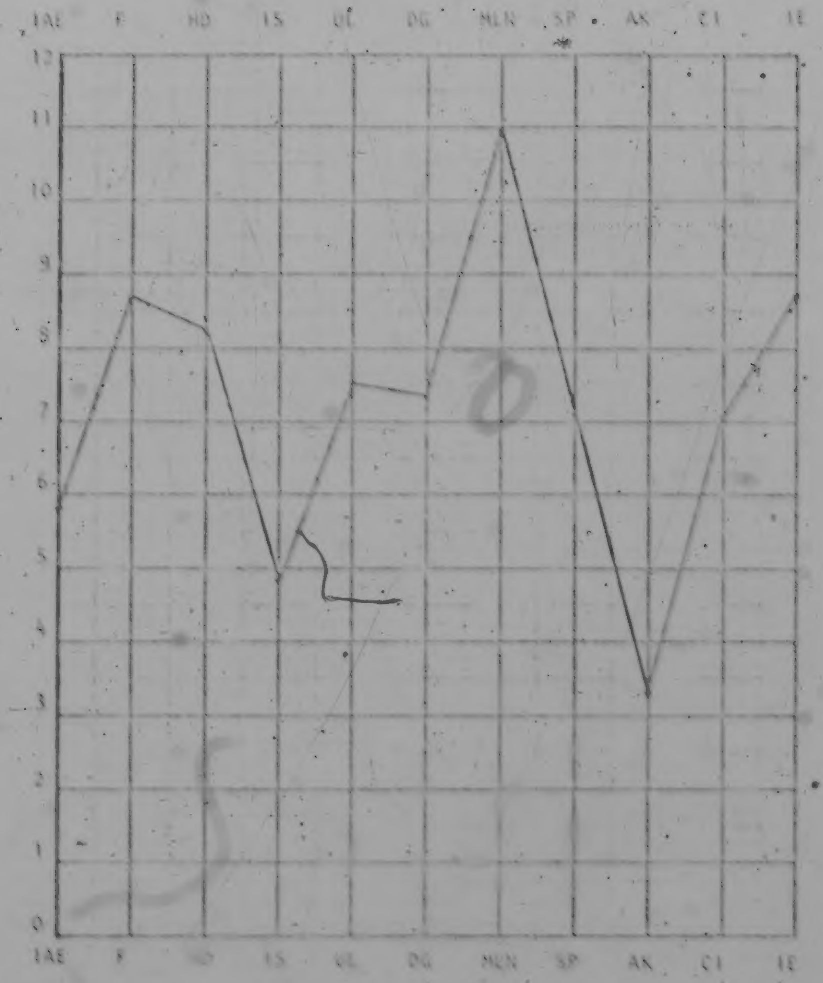
The low score on the Concern for Improvement of Society (IS) dimension indicated a limited institutional emphasis on working to improve social conditions in the province. Here again, examination of scale item responses indicated considerable variation in responses. This suggested that the role of the institution in this dimension was not clearly perceived by all members. For example, 34.5% of respondents agreed, 34.5% of respondents disagreed, and 30.2% of respondents did not know whether or not the institution was engaged in projects aimed at improving the quality of urban life.

The moderately low score on the Intellectual-Aesthetic Extra-curriculum (IAE) dimension suggested that the institution made few

FIGURE 1

SOUTHERN ALBERTA INSTITUTE OF TECHNOLOGY

INSTITUTIONAL MEAN SCORE PROFILE



	IAE	F	HD	IS	UL	DG	MEN	SP	AN	CI	IE
SAIT MEAN	5.81	8.66	8.23	4.79	7.50	7.42	10.99	7.09	3.28	7.03	8.70
STANDARD DEVIATION	2.94	2.20	1.98	2.99	2.21	3.06	2.27	2.92	2.53	2.92	2.90

deliberate attempts to encourage intellectual and artistic interests among faculty and students. Examination of scale item responses indicated considerable variation in responses. However, the presence of the Alberta College of Art as a separate department probably accounted for the lack of consensus in responses and for the fact that, on this dimension, SAIT ranked the second highest among the six institutions comprising the study sample.

A very high score on the Meeting Local Needs (MLN) dimension coupled with a very low variance indicated the institute's high degree of emphasis upon meeting community and regional needs for trained manpower and its emphasis upon further and continuing education activities. SAIT ranked first among the six institutions comprising the study sample on the Meeting Local Needs (MLN) dimension.

High scores were indicated on the Freedom (F), Human Diversity (HD), Concern for Undergraduate Learning (UL), Democratic Governance (DG), Self-Study and Planning (SP), and Concern for Innovation (CI) dimensions of institutional functioning.

The high score on the Freedom (F) dimension suggested that respondents perceived both faculty and students to be free from institutional restrictions which might affect their academic and personal lives. However, reference to scale items indicated a lack of consensus among respondents as to whether or not the governing authority, in this case the Department of Advanced Education and Manpower, supported the principle of academic freedom. Similarly, there was lack of consensus as to whether or not eccentric convictions and unpopular beliefs among faculty members were accepted by senior administrators.

The high score on the Human Diversity (HD) dimension suggested that the institute had attracted a relatively heterogeneous student body and faculty. While reference to scale items indicated that the institution probably did not make a concerted effort to attract students from diverse backgrounds, no ethnic, social, cultural, or religious barriers to entry were noted.

The high score on the Concern for Undergraduate Learning (UL) dimension indicated the institution's emphasis upon effectively performing its teaching function. Reference to scale item responses indicated that 76.9% of respondents believed that a large portion of the faculty were seriously concerned with the question of how best to communicate knowledge. Similarly 81.3% of respondents perceived a close relationship between faculty and students, and 82.5% saw faculty members as being quite sensitive to the interests, needs and aspirations of students.

The high score on the Democratic Governance (DG) dimension suggested institutional use of participatory decision-making procedures and a general decentralization of authority. Scale items referring to student involvement in the decision-making process, by providing for their expression of opinion, all indicated opportunity for a high degree of student involvement. It also may be useful to note that SAIT ranked first on this dimension when compared to the other institutions comprising the study sample. However, responses to scale items related to this dimension indicated a high degree of variation which suggested lack of consensus in perceptions of the degree of democratic governance which the institution provided.

The high score on the Self-Study and Planning (SP) dimension indicated that the institution placed reasonable emphasis upon planning activities. However, reference to scale items suggested that the institution probably was most responsive to external influences and that long range planning was not a high priority activity. The fact that 75.7% of respondents disagreed with the statement that the institution had an institutional research agency which did more than gather facts for the administration, and the fact that while 47.4% of respondents indicated that a long-range plan existed for the institution 18.5% disagreed with the statement and 32.3% did not know whether or not a plan existed suggested that the institution was not clearly perceived by respondents as operating on the basis of a specific plan.

The high score on the Concern for Innovation (CI) dimension suggested that senior administrators were responsive to new ideas in teaching and learning and that the institution in general was neither tradition bound nor complacent.

A high score on the Institutional Esprit (IE) dimension indicated a sense of shared purpose and high morale within the institution. Scale item responses indicated high degrees of satisfaction with the work of the institution, loyalty to the institution, and a commitment to its purposes and ideals.

Congruency with Stated Purpose

The foregoing description of the functioning of SAIT suggests a high degree of congruency between its current functioning and its stated purpose and role.

Its major emphasis upon Meeting Local Needs (MLN) and Undergraduate Learning (UL) and its relatively low emphasis upon Concern for Advancing Knowledge (CI) and Intellectual-Aesthetic Extracurriculum (IAE) dimensions suggested that the institute had not adopted a university-emulative position in its development and that it had retained a strong capability for and an interest in responding to its environment.

While the institutional role statement clearly indicated a desire to develop "... along the lines of a polytechnic..." the institutional functioning profile reflected a "liberal" and "community" rather than an "intellectual" or perhaps "ivory tower" orientation which might appropriately be associated with a polytechnic institution.

Intrainstitutional Analysis of Faculty Administrator Perceptions

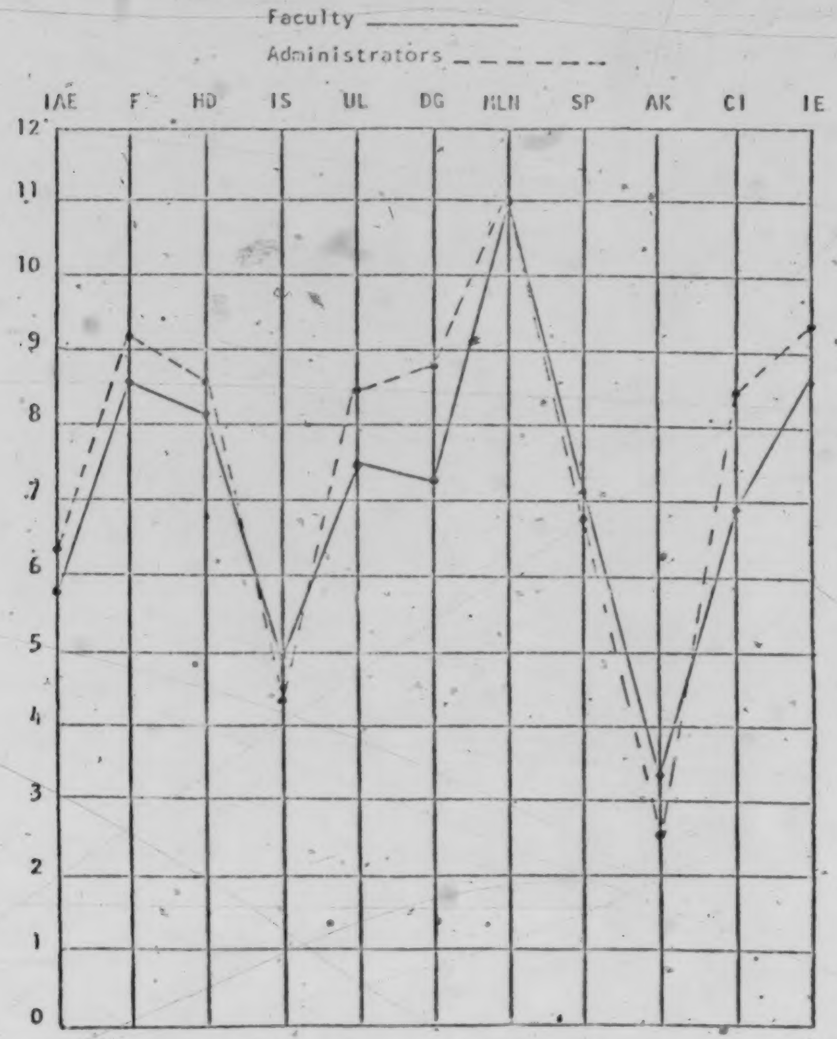
Although the foregoing institutional analysis indicated that several scales had a high variance score which suggests wide variation in respondent perceptions of institutional functioning and possible differences between various institutional subgroups, for the purpose of this study tests for significant differences were applied only to the mean scores of two main constituent groups - faculty and administrators.

Examination of the SAIT "Mean Score Profile for Two Main Constituent Groups," which is presented as Figure 2 indicated general congruency of faculty and administrator perceptions on all but three IFI scales. Reference to Table 5 indicated significant differences at the .01 level between faculty and administrator perceptions of institutional functioning on the Democratic Governance (DG) and Concern

FIGURE 2

SOUTHERN ALBERTA INSTITUTE OF TECHNOLOGY

MEAN SCORE PROFILES FOR TWO MAIN CONSTITUENT GROUPS



SAIT	IAE	F	HQ	IS	UL	DG	MLH	SP	AK	CI	IE
MEAN	5.81	8.66	8.23	4.89	7.51	7.42	10.99	7.09	3.28	7.03	8.70
STANDARD DEVIATION	2.94	2.20	1.93	2.98	2.21	3.05	1.27	2.92	2.53	2.92	2.90

TABLE 5

SUMMARY OF ANALYSIS OF VARIANCE BETWEEN MEANS FOR TWO MAIN CONSTITUENT GROUPS: FACULTY AND ADMINISTRATORS SOUTHERN ALBERTA INSTITUTE OF TECHNOLOGY

	Faculty			Administrators			Scheffe	
Scales	N	$\overline{X}$	S.D.	N	$\overline{X}$	S.D.	F. Ratio	Probability
JAE	223	5.77	2.96	24	6.30	2.84	0.70	0.40
F	275	8.61	2.24	27	9.17	1.71	1.60	0.21
HD	279	8.21	1.96	27	8.57	1.64	0.89	0.35
IS	229	4.97	3.00	25	4.32	2.89	1.06	0.30
UL	286	7.44	2.22	27	8.44	2.00	5.16*	0.02*
DG	286	7.29	3.08	27	8.85	2.46	6.56*	0.01*
MLN	283	10.98	1.24	27	11.02	1.59	0.02	0.88
SP	232	7.14	2.91	26	6.78	3.09	0.36	0.55
AK	253	3.36	2.58	26	2.60	1.96	2.16	0.14
CI	279	6.90	2.94	27	8.43	2.30	6.87*	0.01*
IE	279	8.66	2.93	27	9.31	2.90	1.25	0.26

*Significant at $<.05$

for Innovation (CI) scales. A difference between the two constituent groups, significant at the .02 level was indicated for the Concern for Undergraduate Learning (UL) scale.

Administrators tended to view institutional functioning more favourably than did faculty on all scales except Concern for Improving Society (IS), Self-Study and Planning (SP) and Concern for Advancing Knowledge (AK).

Differences in Perceptions of Democratic Governance (DG). Faculty and administrators differed significantly in their perceptions of the degree to which the institution was "democratic" in its decision-making and general governance procedures. While both groups appeared to be in general agreement that individuals on campus were given the opportunity to either influence or participate directly in decision-making, administrators generally perceived greater participatory opportunities than did faculty. Faculty generally perceived governance to be controlled primarily by administrators with power tending to be held by an administrative clique.

An examination of scale item responses showed differences in the intensity of each constituent group's perceptions and also indicated divergent perceptions between the two groups. Administrators generally perceived that greater provision was made for faculty and student involvement in the decision-making process than did faculty. Similarly, administrators were more positive than were faculty in their perceptions of the extent to which authority was shared among constituent groups.

Divergent opinions were evident concerning whether or not governance was controlled by the administration. While 66.8% of faculty respondents agreed that governance was "... clearly in the hands of the administration," 51.8% of administrator respondents disagreed with the statement. Similarly while 46.6% of faculty perceived the institution to be dominated by a single official point of view, 77.8% of the administrators disagreed with the statement. Divergent perceptions also were evident in responses to the question of whether or not faculty were involved in important decisions concerning the operation of the institution. Here 43.9% of faculty agreed while 52.4% disagreed with the statement and 66.7% of administrators agreed while 33.0% disagreed with the same statement.

Differences in Perceptions of Concern for Innovation (CI). In general, administrators perceived the institution as being more committed to experimentation with new ideas for educational practice than did faculty. Scale item responses consistently showed a general institutional willingness to experiment with innovations. The differences in the percentage of respondents who perceived the institution favorably probably accounted for the significant difference between the mean scores of faculty and administrators on this dimension of institutional functioning.

Differences in Perceptions of Concern for Undergraduate Learning (UL). In general, administrators perceived instruction to be of higher priority than did faculty. Scale item responses indicated that 81.5% of administrator respondents and 76.7% of faculty respondents perceived faculty to be concerned with how best to communicate knowledge. The difference in the percentage of favorable response probably accounted for the statistically significant difference between the two groups. It is interesting to note, however, that 44.4% of administrators agreed, 37.0% disagreed and 14.8% did not know that "faculty promotion and tenure are based primarily on an estimate of teaching effectiveness".

Implications of Findings. The statistically significant differences noted through application of the Scheffe test for multiple comparisons of means for the most part could be accounted for by the fact that administrator respondents tended to view institutional functioning more favorably than did faculty respondents. The absence of clearly divergent perceptions indicated a low potential for faculty-administrator conflict on matters related to those dimensions of institutional functioning on which significant differences were noted.

NORTHERN ALBERTA INSTITUTE OF TECHNOLOGY

Historical Overview

The need for expanded and decentralized facilities for apprenticeship training led to the establishment of the Northern Alberta Institute of Technology in Edmonton in 1962. In 1957, an advisory committee, formed to examine the demands for apprenticeship training, recommended that a new institution be established and that the functions of the proposed institution be expanded to provide for northern Alberta, a counterpart of what was then the Institute of Technology and Art in Calgary. The three major divisions planned for the institution at that time included apprenticeship training, diversified occupational training and advanced technical training.

Impetus for the development of the Institute resulted from the Federal-Provincial Technical and Vocational Training Agreement of 1962. This Agreement, dealing with aspects of secondary and post-secondary technical/vocational training, articulated cost sharing agreements allowing for the development of the original NAIT facilities. Since that time, additional facilities have been developed with the present facilities completed in 1968.

Since its inception, NAIT's educational mandate has been to provide technical, vocational and trade programs designed to meet the needs of the individual and of the business and industrial community. The nature of NAIT's role was clarified by government in 1969. At that time, new emphasis was placed on the individual, and it was recommended that general enrichment should increasingly be emphasized through the expansion of student activities and through the introduction of general studies and vocational programs.

Current Role

NAIT's institutional role statement, submitted in 1973, stated that the institution's primary purpose was to render an educational service at the post-secondary level designed to equip individuals with technological education for careers in industry, government and business in accordance with manpower demands and with the occupational and personal growth needs of the individual.

NAIT currently provides an extensive range of programs similar to those offered by SAIT but with a more concentrated focus on industrial engineering-related technologies. Programs also are offered in fields related to the petroleum industry; natural resources; environmental conservation; vocational, personal and institutional services; health sciences; business administration and trades. In addition, NAIT offers extensive further education and community services courses.

Institutional Profile

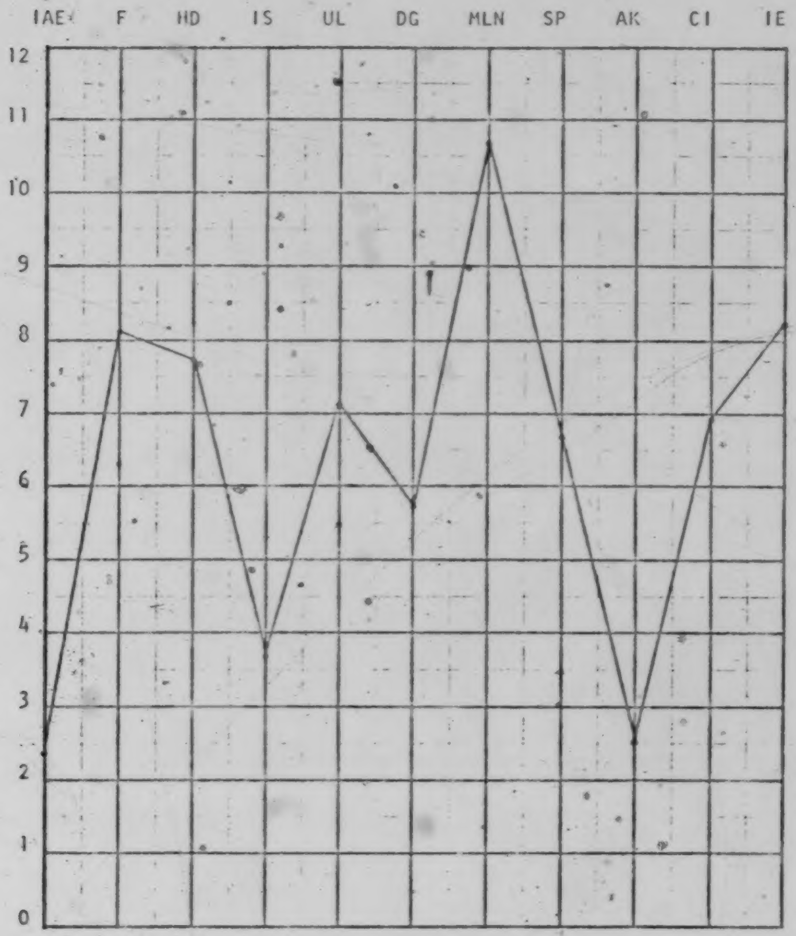
Examination of the NAIT "Institutional Mean Score Profile", which is presented as Figure 3, indicated a relatively low degree of institutional emphasis upon the Intellectual-Aesthetic Extracurriculum (IAI), Concern for Improvement of Society (IS), and Concern for Advancing Knowledge (AK) institutional functioning dimensions.

The low score on the Intellectual-Aesthetic Extracurriculum (IAE) dimension suggested that the institute placed very little

FIGURE 3

NORTHERN ALBERTA INSTITUTE OF TECHNOLOGY

INSTITUTIONAL MEAN SCORE PROFILE



NAIT	IAE	F	HD	IS	UL	DG	MLN	SP	AK	CI	IE
MEAN	2.52	8.10	7.75	3.67	7.12	5.74	10.65	6.63	2.53	6.94	8.20
STANDARD DEVIATION	2.38	2.12	1.80	2.68	2.23	3.31	1.37	3.20	2.15	2.94	2.83

emphasis upon fostering or encouraging intellectual or artistic interests among faculty and students. Examination of scale item responses indicated general consensus that opportunities for intellectual and aesthetic extracurricular activities were relatively few in NAIT.

The low score on the Concern for Improvement of Society (IS) dimension indicated very little emphasis on working to improve social conditions in the province. Scale item responses indicated general agreement that most faculty tended to be reasonably satisfied with the current status of Canadian society and that both the institution and the governing authority, in this case the Department of Advanced Education and Manpower, did not consider active involvement in resolving social problems to be an appropriate institutional function.

The low score on the Concern for Advancing Knowledge (AK) dimension indicated that the institute placed very little emphasis upon scientific research and knowledge-producing activities in general. Reference to scale item responses indicated that 77.1% of respondents did not view the governing authority as being supportive of research and scholarship within the institution. Similarly 61.8% of respondents did not view senior administrators as considering advancement of knowledge through research to be an important institutional purpose.

The moderately-low score on the Democratic Governance (DG) dimension suggested that the institution tended to centralize decision-making and to provide limited opportunity for individuals to participate in resolving institutional problems. Scale item responses indicated a general lack of consensus in respondent perceptions. However, 53.5% of respondents indicated that the institution tended to be dominated by a single "official" point of view; 59.3% indicated that power was not widely dispersed, 59.4% indicated that the institution was controlled by a small group of individuals; 74.9% indicated that governance was clearly controlled by the administration; and 62.7% indicated that the concept of "shared authority" could not be used to describe the system of governance which was employed.

A moderately-high score on the Self-Study and Planning (SP) dimension suggested that the institution placed some emphasis upon planning activities. Scale item responses indicated that 43.5% of respondents disagreed with the statement that a written document embodying a long range plan existed but 54.9% indicated that the institution did have a long range plan, presumably either unwritten or not available for distribution, but nevertheless based upon a reasonably clear statement of goals. Examination of other scale item responses suggested that respondents were not in agreement as to the nature of institutional planning activities. The high variance associated with the institutional mean score on this dimension of functioning indicated lack of consensus concerning the importance which institutional leaders attached to continuous long range planning and to institutional research directed towards formulating and revising plans.

The moderately high score on the Concern for Innovation (CI) scale indicated a moderate institutional commitment to experimentation and a similarly moderate degree of responsiveness to new ideas on the part of administrators. Scale item responses indicated that 57.4% of respondents perceived the institution as willing to experiment with new ideas, and 64.6% indicated having experienced some success in having new ideas considered. Perceptions concerning significant curriculum changes were divided with 49.8% of respondents agreeing that significant changes had been introduced and 47.9% disagreeing with the same statement.

A very high score on the Meeting Local Needs (MLN) dimension coupled with a small degree of variance suggested that the institute placed major emphasis upon meeting community and regional needs for trained manpower and that it also placed considerable emphasis upon further and continuing education activities. Scale item responses indicated 90.8% of respondents viewed the institution as maintaining close relationships with businesses and industries in the local areas; 98.1% indicated the operation of an adult education program; and 95.3% indicated the offering of retraining and upgrading courses for local area residents.

High scores were indicated on the Freedom (F), Human Diversity (HD), Concern for Undergraduate Learning (UL), and Institutional Esprit (IE) dimensions of institutional functioning.

The high score on the Freedom (F) dimension suggested that respondents perceived both faculty and students to be free from institutional restrictions which might affect their personal and academic lives. Although when compared to the other institutions comprising the study sample, NAIT ranked sixth on this dimension, reference to scale items indicated the existence of a free student newspaper, freedom to express political beliefs and in general reflected few if any institutional restraints affecting individual freedom.

The high score on the Human Diversity (HD) dimension suggested that the institution had attracted a relatively heterogeneous faculty and student body. The low variance associated with the institutional mean score suggested general agreement in respondent perceptions. Scale items confirmed both that the institution imposed no ethnic, social, cultural or religious barriers to entry and that it did not make any particular effort to attract faculty or students from diverse backgrounds.

A high score on the Concern for Undergraduate Learning (UL) dimension suggested that considerable emphasis was placed upon teaching and learning. Scale item responses indicated lack of clear consensus as to the degree of instructor-student contact outside of the formal classroom setting and on the degree to which learning was being personalized. However 70.8% of respondents saw tutorial and independent studies as important features of the NAIT curriculum; and 89.1% perceived faculty as being sensitive to the needs, interests and aspirations of students.

The high score on the Institutional Esprit (IE) dimension of institutional functioning suggested a sense of shared purpose and high morale within the institution. Scale items indicated that 78.8% of respondents perceived faculty as being strongly committed to the purposes and ideals of the institution, 83.6% perceived faculty as defending the institution against outside criticism, and 86.3% perceived the institution as being successful in attaining its goals.

The relatively high variance associated with the institutional mean score was reflected in divergent views as to whether or not administrators provided effective educational leadership and as to the quality of communication within the institution.

Congruency with Stated Purpose

The foregoing description of the functioning of NAIT suggests a high degree of congruency between its current functioning and its stated purpose and role.

The institution's major emphasis upon Meeting Local Needs (MLN) is quite consistent with its primary stated purpose of rendering services:

> ... to equip individuals with
> technological education for careers
> in industry, government, and business
> in accordance with manpower demands
> and the occupational and personal
> growth needs of the individual.

Its low emphasis upon Intellectual-Aesthetic Extracurriculum (IAE), Concern for Advancing Knowledge (AK), and Concern for Improvement of Society (IS) clearly indicated that the institution had retained a technology orientation.

NAIT's development and current functioning suggested that the institution has tended to adopt a relatively specialized role in the post-secondary non-university system and that it has developed a community-responsive orientation.

Intrainstitutional Analysis of Faculty-Administrator Perceptions

Although the foregoing institutional analysis indicated that several scales had a high variance score which suggests wide variation in respondent perceptions of institutional functioning and possible differences between various institutional subgroups, for the purpose of this study tests for significant differences were applied only to the mean scores of faculty and administrator constituent groups.

An examination of the NAIT "Mean Score Profile for Two Main Constituent Groups," which is presented as Figure 4, indicated general congruency of faculty and administrator perceptions on all but four IFI scales. Reference to Table 6 indicated signficant differences at the .01 and .02 levels between faculty and administrator perceptions of institutional functioning on the Concern for Innovation (CI), Freedom (F), Concern for Undergraduate Learning (UL), and Institutional Esprit (IE) scales.

Administrators tended to view institutional functioning more favourably than did faculty particularly on those scales where significant differences were noted. On those scales which reflected low institutional emphasis, administrators tended to perceive the degree of emphasis as being lower than did faculty.

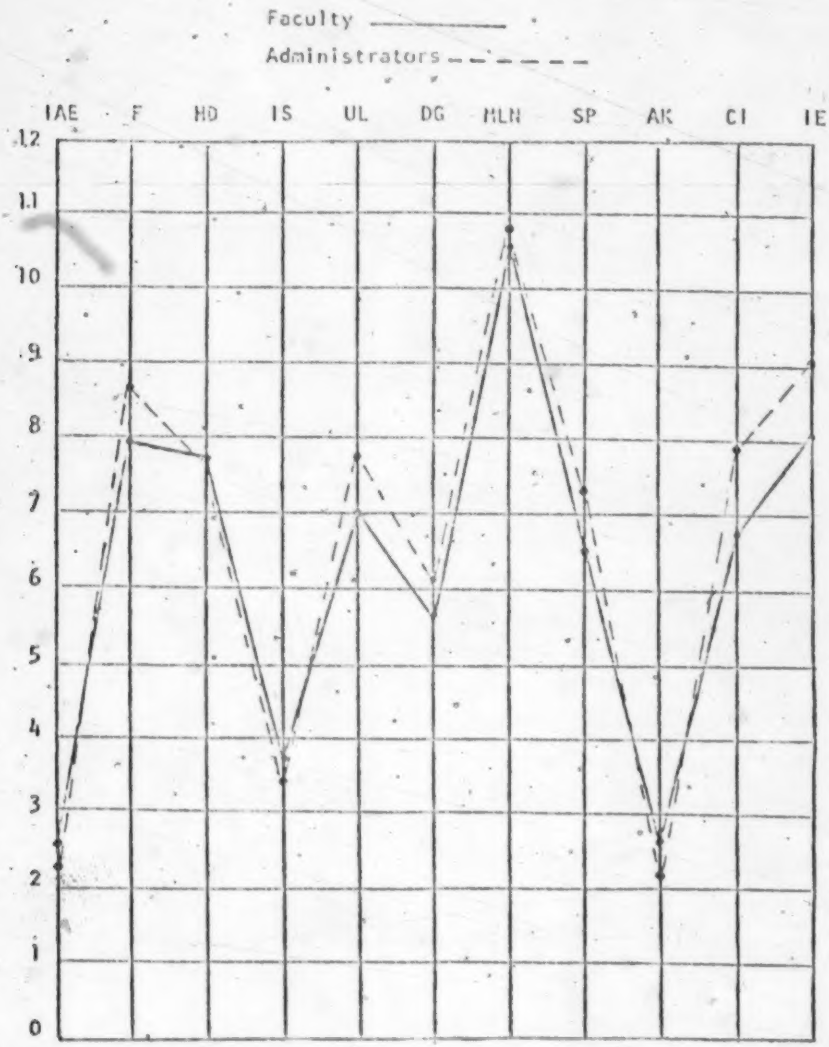
Differences in Perceptions of Concern for Innovation (CI).

Faculty and administrators differed only in the extent to which they perceived the institution to be committed to experimentation with new ideas for educational practice. For example, scale item responses

FIGURE 4

NORTHERN ALBERTA INSTITUTE OF TECHNOLOGY

MEAN SCORE PROFILES FOR TWO MAIN CONSTITUENT GROUPS



NAIT	IAE	F	HD	IS	UL	DG	MLN	SP	AK	CI	IE
MEAN	2.52	8.10	7.75	3.67	7.12	5.74	10.65	6.63	2.53	6.94	8.20
STANDARD DEVIATION	2.38	2.12	1.80	2.68	2.23	3.31	1.37	3.20	2.15	2.94	2.83

TABLE 6

SUMMARY OF ANALYSIS OF VARIANCE BETWEEN MEANS
FOR TWO MAIN CONSTITUENT GROUPS: FACULTY AND ADMINISTRATORS
NORTHERN ALBERTA INSTITUTE OF TECHNOLOGY

	Faculty			Administrators			Scheffe	
Scales	N	$\overline{X}$	S.D.	N	$\overline{X}$	S.D.	F. Ratio	Probability
IAE	249	2.56	2.42	46	2.33	2.20	0.36	0.55
F	290	7.98	2.15	53	8.71	1.87	5.36*	0.02*
HD	291	7.75	3.39	52	7.74	2.55	0.00	N/A
IS	245	3.71	2.68	49	3.48	2.71	0.31	0.58
UL	303	7.00	2.27	53	7.79	1.91	5.63*	0.02*
DG	298	5.68	3.40	53	6.08	2.78	0.64	0.42
MLN	303	10.61	1.41	52	10.85	1.14	1.28	0.25
SP	251	6.50	3.24	48	7.32	2.90	2.66	0.10
AK	273	2.60	2.20	51	2.15	1.90	1.93	0.17
CI	293	6.76	2.91	53	7.97	2.95	7.81*	0.01*
IE	299	8.06	2.87	53	9.02	2.53	5.19*	0.02*

*Significant at $< .05$

showed 84.9% of administrator respondents perceiving themselves as encouraging instructors to experiment with new courses and teaching methods while only 63.7% of faculty perceived administrators as being supportive of new ideas.

In general, the differences between the two constituent groups in their perceptions of institutional functioning on the CI dimension may be attributed to differences in the percentage of respondents who agreed or disagreed with statements rather than to divergent perceptions between the two groups.

Differences in Perceptions of Freedom (F). Faculty and administrators generally tended to differ in the extent to which they perceived NAIT to provide academic and personal freedom to faculty and students. Administrators tended to perceive the institution as being less restrictive than did faculty. Scale item responses indicated that 45.3% of administrator respondents did not view the governing authority, in this case the Department of Advanced Education and Manpower, as being strongly supportive of the principle of academic freedom while only 38.5% of faculty respondents indicated the same perception.

An explanation for the differences in perceptions may reside in the obvious lack of consensus among and between the two constituent groups. Most scale item responses showed respondent groups being almost equally divided on the "agree" and "disagree" dimensions. This finding suggested a lack of clear institutional policy direction on matters concerning academic and personal freedom. Further evidence of an apparent lack of policy, was provided in the large percentage of both faculty and administrators who indicated that they did not know whether or not there were written regulations regarding student dress or restrictions on off-campus political activities by faculty members. Similarly 62.1% of faculty and 43.4% of administrator respondents did not know whether or not controversial speakers had been denied access to the campus.

Differences in Perceptions of Concern for Undergraduate Learning (UL). Differences between faculty and administrators on this dimension of institutional functioning were reflected in lack of consensus between and among the constituent groups. For example, 27.5% of faculty respondents and 39.6% of administrator respondents agreed that faculty promotion and tenure were based primarily on an estimate of teaching effectiveness; 49.3% of faculty respondents and 43.4% of administrator respondents disagreed; and 22.2% of faculty respondents and 17.0% of administrator respondents answered "don't know" to the same question. Clearly, the basis for promotion and tenure was one of the matters on which the institution did not have a clearly-understood position.

On most other scale items, administrators tended to view the institution as placing higher emphasis upon teaching and learning than did faculty respondents.

Differences in Perceptions of Institutional Esprit (IE). Faculty and administrator respondents generally differed in the percentage of response rather than in the direction of response, with administrators generally viewing more favorably the level of morale and sense of shared purpose within the institution. However with regard to scale items concerning communication and staff turnover, a clear lack of consensus between the two groups was evident. For example, 53.6% of faculty and 47.2% of administrator respondents agreed and 45.5% of faculty and 52.9% of administrator respondents disagreed with the statement that "... communication between faculty and the administration is poor".

Implications of Findings. The differences in faculty and administrator perceptions on the above-noted dimensions of institutional functioning probably can be attributed to the fact that administrators tended to view institutional functioning more favourably than did faculty. However, the lack of consensus on a number of scale items suggested a possible lack of institutional policy in the areas under consideration or a lack of adequate and effective communications procedures concerning existing policies. The absence of highly divergent perceptions between the two main constituent groups indicated a low potential for faculty-administrator conflict on matters related to those dimensions of institutional functioning on which significant differences were noted.

ALBERTA VOCATIONAL CENTRE - CALGARY

Historical Overview

The present Alberta Vocational Centre in Calgary is a successor to the Canadian Vocational Training School established circa 1919 when the federal government first began providing funds for technical and vocational training programs. The development of the Canadian Vocational Training School, the establishment of the Alberta Vocational Training Centre in 1965 and its subsequent development generally occurred in response to a series of federal-provincial arrangements and agreements concerning the provision of vocational and pre-employment training programs.

These programs, originally designated Canada Vocational Training and renamed Alberta Vocational Training in 1965, have been designed to meet national and provincial economic needs and hence have tended to shift emphasis in response to economic changes. During the depression period in the 1930's, program emphasis was directed towards providing skill training to students so that they might secure employment. In the postwar 1940's, program emphasis was on the training and rehabilitation of war veterans. The economic and manpower needs of the 1960's promoted the development of technical and vocational schools in general. Finally, during the 1970's, program emphasis shifted towards providing short-term skill training for socio-economically disadvantaged groups.

Since their inception, the current Alberta Vocational Centres have been considered "second chance" institutions. In 1970, the

Department of Education formally designated the vocational centres as special-purpose institutions with program emphasis upon academic upgrading and short-term pre-employment skill training.

Current Role

The current philosophy, purpose and role of Alberta Vocational Centre Calgary were expressed in an institutional role statement submitted to the Department of Advanced Education in 1973. The following statement identifies the centre's role as a special purpose institution:

> More than ever, today's society values an enlightened citizenry, recognizes the dignity and individual worth of its members, and views education as a powerful tool in preserving cultural heritage and directing social evolution. Within this broad frame, Alberta Vocational Centre seeks to create opportunities for adult citizens to advance their particular areas of strength and competence, and to develop their talents for the service of society and their own self-fulfillment.
>
> It is, in particular, the needs of the disadvantaged adult that Alberta Vocational Centre Calgary seeks to meet. This group is identified by the following characteristics:
>
> ... the lowest income, the poorest education, the largest families, the highest incidence of ill health, the least chance of employment,
>
> ... certain psychological disabilities including lack of self-confidence, low self esteem and high degree of dependency.
>
> Because of the special nature of the population, it is imperative to provide an environment designed to help the student to adjust and accept that general behaviors can be changed. Once Alberta Vocational Centre

> has achieved these attitudinal changes, then these persons can be integrated in other kinds of learning institutions.

The above role statement further specified the role of Alberta Vocational Centre Calgary as follows:

1. To provide educational programs which lead to direct employment in an occupation of a service or semi-skilled nature, but one which generally fits the occupational end of the occupational-professional continuum.

2. To provide educational programs which permit students entry to a sequent program of a post-secondary nature which prepares him for an occupation of a skilled, semi-professional or professional nature.

3. To devise unique and flexible programs specifically tailored to meet the overall needs of the disadvantaged.

4. To motivate and encourage disadvantaged adults to rise above their present social status and become employed, confident members of the labour force and society in general.

5. To provide career, health and educational guidance before, after, and during training programs.

6. To provide the student with the quality training and/or education he requires in as short a time as possible, so that he can more immediately employ the training and social skills he has gained.

7. To be aware of, and responsive to, the fluctuating needs of the community at large.

Present programming at Alberta Vocational Centre Calgary emphasizes academic upgrading, vocational preparatory and pre-employment training in business education, paramedical services, industrial-occupational English and institutional housekeeping.

Institutional Profile

Examination of the AVC-Calgary "Institutional Mean Score Profile," which is presented as Figure 5, indicated a low degree of institutional emphasis upon Intellectual-Aesthetic Extracurriculum (IAE), Concern for Improving Society (IS) and Concern for Advancing Knowledge (AK) dimensions of institutional functioning.

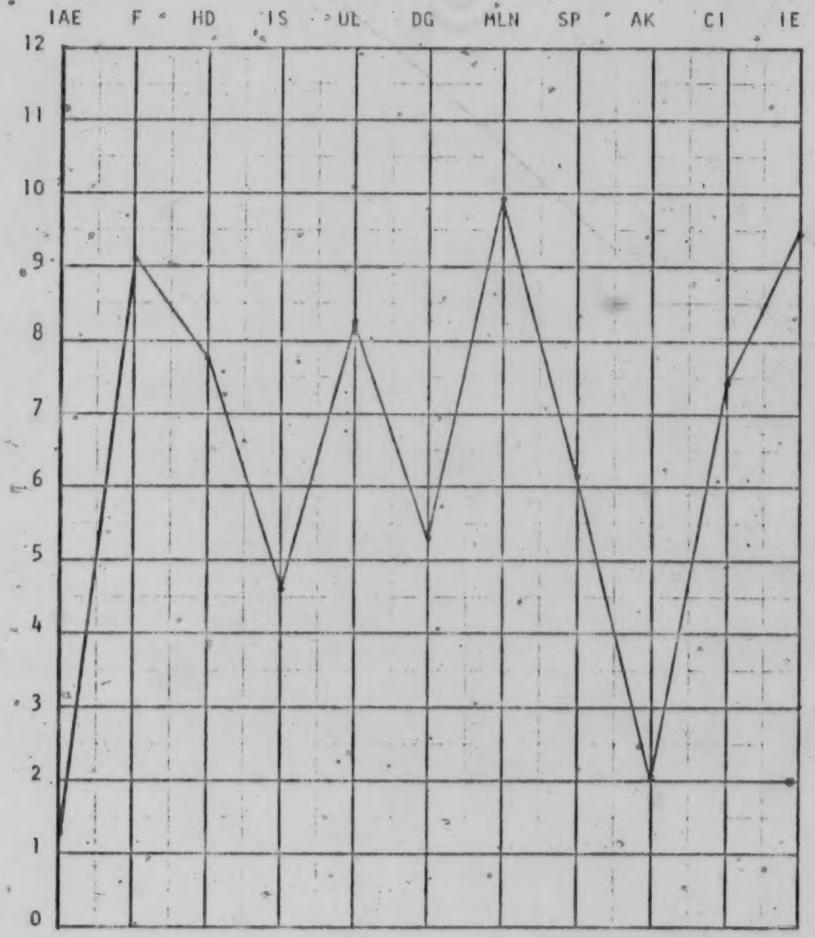
The very low score on the Intellectual-Aesthetic Extracurriculum (IAE) dimension suggested that the institution placed very little emphasis upon encouraging intellectual and artistic interests among faculty and students. Reference to scale item responses indicated a general consensus among respondents that few if any opportunities for intellectual and aesthetic stimulation were available to faculty and students within the institution.

The low score on the Concern for Improvement of Society (IS) dimension indicated a limited emphasis on institutional efforts directed towards improving social conditions. An examination of scale item responses indicated that 79.5% of respondents perceived faculty as satisfied with the current state of affairs in Canadian society. However the variation in responses to questions concerning

FIGURE 5

ALBERTA VOCATIONAL CENTRE CALGARY

INSTITUTIONAL MEAN SCORE PROFILE



AVC-C	IAE	F	HD	IS	UL	DG	MLN	SP	AK	CI	IE
MEAN	1.37	9.17	7.78	4.61	8.25	5.33	9.89	6.17	2.03	7.44	9.49
STANDARD DEVIATION	1.54	2.04	1.01	2.80	2.20	4.05	1.19	3.49	1.89	3.00	2.59

perceptions of the institution's role in improving society clearly indicated this to be an area requiring clarification.

The low score on the Concern for Advancing Knowledge (AK) dimension indicated that the institution was not perceived by its members as emphasizing research and scholarship aimed at extending the scope of human knowledge. The low variance associated with the institutional mean score indicated a general consensus among respondents concerning this dimension of institutional functioning.

The moderately low score on the Democratic Governance (DG) dimension coupled with a high degree of variance indicated both lack of consensus in perceptions of institutional functioning and a relatively low emphasis upon providing institutional members opportunities to participate in the decision-making process. Scale item responses indicated 61.4% of respondents disagreeing with a statement that attempts were generally made to involve individuals in resolving institutional problems. Where scale item responses indicated agreement, 70.4% of respondents indicated that the institution tended to be dominated by a small group of individuals, and 81.8% indicated that governance was closely controlled by the administration.

A high score on the Meeting Local Needs (MLN) dimension suggested that the institution placed major emphasis upon providing educational opportunities for adults in the community and region and upon meeting manpower needs. Scale item responses indicated a strong emphasis upon remedial programs. Consensus among respondents was evident both in the low variance associated with the institutional score and in the very high percentage of respondents who perceived the institution as fulfilling a major role in adult education, student counselling, meeting diversity in student abilities and accommodating students from the lower socioeconomic levels of the community.

High scores also were indicated on the Freedom (F), Human Diversity (HD), Concern for Undergraduate Learning (UL), Concern for Innovation (CI) and Institutional Esprit (IE) dimensions of institutional functioning.

The high score on the Freedom (F) dimension suggested that respondents perceived both faculty and students to be free from institutional restrictions which might affect their academic and personal lives. Reference to scale item responses indicated 77.2% of respondents agreeing that the governing authority, in this case the Department of Advanced Education and Manpower, supported the principle of academic freedom. Similarly 86.4% of respondents did not perceive the institution as imposing restrictions on off-campus political activities by faculty members, and 72.7% indicated that controversial figures would be permitted to address students.

The high score on the Human Diversity (HD) dimension and the low variance associated with this score indicated general agreement among respondents that the institution had attracted a relatively heterogeneous faculty and student body and that there were no ethnic, social, cultural or religious barriers to entry to the institution. Scale item responses indicated that the centre made no concerted effort to attract students from diverse backgrounds, but 87.6% of respondents indicated that the institution made provision for admission of educationally disadvantaged students, and 88.7% indicated that the institution tended to attract students from a restricted range of socioeconomic backgrounds.

The high score on the Concern for Undergraduate Learning (UL) dimension suggested an institutional commitment to and emphasis upon effectively performing its teaching function. Reference to scale item responses indicated that 75.0% of respondents perceived faculty as being seriously concerned with the question of how best to communicate knowledge, 93.2% perceived a close relationship between faculty and students, and 97.8% saw faculty members as being quite sensitive to the interests, needs and aspirations of students.

The high score on the Concern for Innovation (CI) dimension suggested that senior administrators were responsive to new ideas in teaching and learning and that the institution in general encouraged experimentation, was not complacent and was generally willing to experiment with innovations.

A high score on the Institutional Esprit (IE) dimension suggested a sense of shared purpose and high morale within the institution. Scale item responses indicated that 72.8% of respondents perceived the institution as being successful in achieving its goals, 95.4% perceived faculty as being loyal to the institution, and 86.4% perceived faculty as being strongly committed to the purposes and ideals of the institution.

A moderately high score on the Self-Study and Planning (SP) dimension of institutional functioning suggested that the institution placed limited emphasis upon planning and research activities. Scale item responses indicated a high variation in responses. For example, 25.0% of respondents agreed that the institution had a written long range plan but 34.1% disagreed with the statement and 40.9% did not know whether or not the institution had a long range plan. However 63.6% of respondents perceived administrators as giving high priority to long range institutional planning.

Congruency with Stated Purpose

The foregoing description of the functioning of AVC Calgary suggests a reasonably high degree of congruency between its current functioning and its stated purpose and role.

Its major emphasis on Meeting Local Needs (MLN) and its high Institutional Esprit (IE) suggest a strong commitment to the purpose and role of the institution and acceptance and support for the role of the AVC as a special-purpose institution serving the needs of the disadvantaged.

It is interesting to note however, the relatively low Concern for Improvement of Society (IS) score, particularly in light of the institution's expressed role within a system which "... views education as a powerful tool in preserving cultural heritage and directing social evolution."

Intrainstitutional Analysis of Faculty Administrator Perceptions

The high variance score associated with several of the scales indicated wide variations in respondent perceptions of institutional functioning and suggested possible differences between various institutional subgroups. However, for the purpose of this study tests for significant differences were applied only to the mean scores of the two main constituent groups - faculty and administrators.

An examination of the AVC Calgary "Mean Score Profiles for Two Main Constituent Groups," which is presented as Figure 6, indicated general congruence of faculty and administrator perceptions on all but one of the IFI scales. Reference to Table 7 indicated a difference significant at the .02 level between faculty and administrator perceptions of institutional functioning on the Democratic Governance (DG) scale.

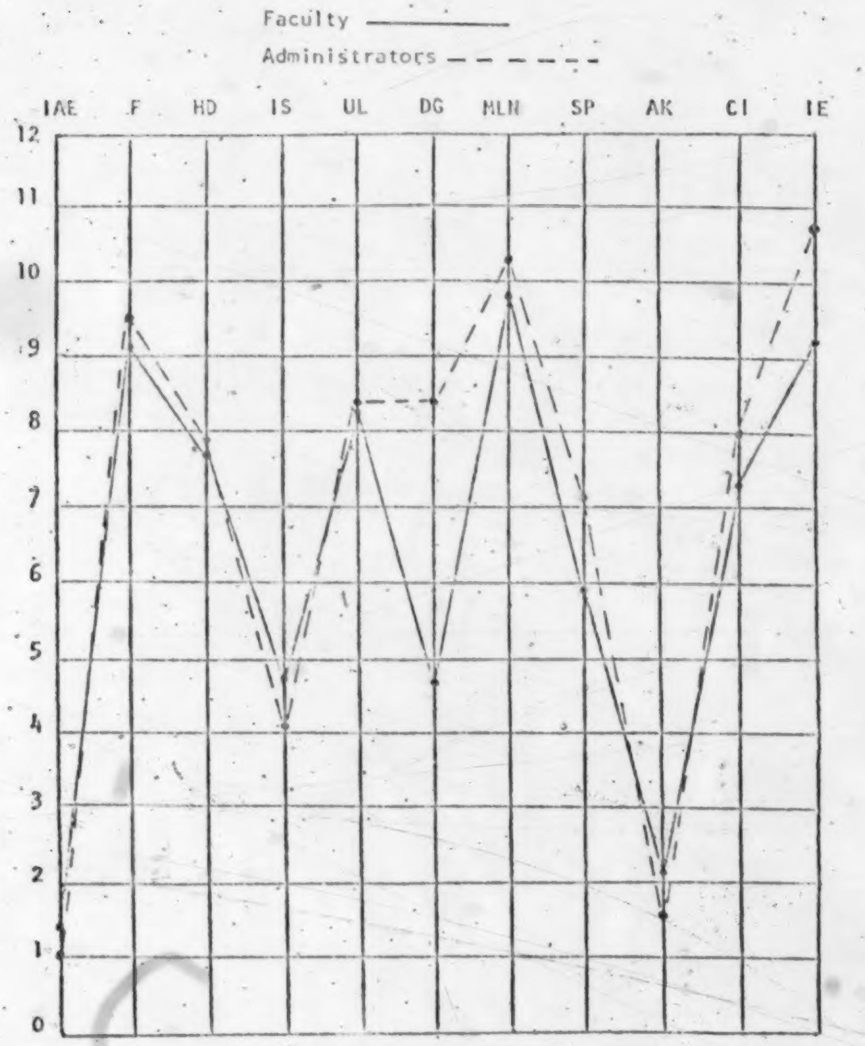
Administrators tended to view institutional functioning more favourably than did faculty on all scales except Intellectual-Aesthetic Extracurriculum (IAE), Concern for Improvement of Society (IS), and Concern for Advancing Knowledge (AK).

Differences in Perceptions of Democratic Governance (DG). Faculty and administrators generally indicated highly divergent perceptions of the extent to which AVC Calgary provided institutional members the opportunity to participate in the decision-making process. Scale item responses showed strongly divergent perceptions between the two groups on six of the twelve scale items and slightly divergent perceptions on three additional items. Responses to the three remaining items indicated general agreement between the two groups concerning the direction of response but with the administrator respondents viewing institutional functioning more favourably than did faculty respondents.

FIGURE 6

ALBERTA VOCATIONAL CENTRE CALGARY

MEAN SCORE PROFILES FOR TWO MAIN CONSTITUENT GROUPS



AVC-C	IAE	F	HD	IS	UL	DG	MLN	SP	AK	CI	IE
MEAN	1.37	9.17	7.78	4.61	8.25	5.33	9.89	6.17	2.03	7.44	9.49
STANDARD DEVIATION	1.54	2:04	1.01	2.80	2.20	4.05	1.19	3.49	1.89	3.00	2.59

TABLE 7

SUMMARY OF ANALYSIS OF VARIANCE BETWEEN MEANS

FOR TWO MAIN CONSTITUENT GROUPS: FACULTY AND ADMINISTRATORS

ALBERTA VOCATIONAL CENTRE CALGARY

	Faculty			Administrators				
Scales	N	$\overline{X}$	S.D.	N	$\overline{X}$	S.D.	Scheffe F. Ratio	Probability
IAE	36	1.45	1.65	5	1.03	0.96	0.47	0.50
F	39	9.10	2.09	5	9.50	1.85	0.25	0.62
HD	36	7.76	1.09	5	7.89	0.61	0.11	0.74
IS	34	4.76	3.02	5	4.04	1.78	0.42	0.52
UL	39	8.24	2.26	5	8.32	2.05	0.01	0.92
DG	39	4.66	3.98	5	8.38	2.92	6.17*	0.02*
MLN	39	9.81	1.27	5	10.25	0.64	0.90	0.34
SP	36	5.94	3.28	5	7.14	4.35	0.76	0.39
AK	37	2.12	2.03	5	1.67	1.13	0.35	0.56
CI	39	7.31	3.03	5	8.00	2.98	0.34	0.56
IE	38	9.20	2.69	5	10.75	1.67	2.42	0.13

*Significant at <.05

Implications of Findings. The presence of divergent perceptions between faculty and administrators concerning the extent to which AVC Calgary was "democratic" in its governance procedures suggested a high potential for faculty-administrator conflict on matters concerning this dimension of institutional functioning. The fact that 75.0% of administrator respondents perceived that meaningful arrangements existed for expression of student opinion and that 52.8% of faculty respondents did not was only one indication of the divergency of perceptions between the two groups. While only 33.4% of faculty respondents perceived that attempts were made to involve institutional members in the decision-making process, 62.5% of administrator respondents perceived that such attempts were made. Further illustrations of divergent perceptions were evident in scale item responses showing: 88.9% of faculty respondents and only 50.0% of administrator respondents perceiving governance to be controlled by the administration; 52.8% of faculty respondents and 87.5% of administrator respondents perceiving institutional members involved in institutional policy formulation; and in 27.8% of faculty respondents and 87.5% of administrator respondents perceiving students, faculty and administrators as all having "... opportunities for meaningful involvement in campus governance".

Clearly the above examination of the democratic governance dimension of institutional functioning in AVC Calgary indicated a need for improved communication between faculty and administrators on institutional governance matters.

ALBERTA VOCATIONAL CENTRE - EDMONTON

Historical Overview

The Alberta Vocational Centre in Edmonton has developed following the same general pattern as AVC Calgary. The current Centre is a successor to the Canadian Vocational Training Centre.

Alberta Vocational Centre Edmonton had its early beginnings with the establishment of federal-provincial agreements designed to provide short-term vocationally oriented training to allow individuals to join the labour force. The nature of its clientele has changed considerably over the years in response to the changing needs of the economy and to particular groups of individuals.

As was outlined in the development of AVC Calgary, the present AVC Edmonton operation began in 1965 when the Department of Education created its own centres to provide the short-term skill training programs which since then have been called Alberta Vocational Training. Prior to that time, the Canadian Vocational Training Centre had expanded its facilities and programs since 1961. When the Centre was taken over by the Department of Education in 1964-65, the previous facilities were abandoned and the programs moved to new facilities at the Northern Alberta Institute of Technology. AVC Edmonton operated from temporary quarters at several locations until the present facility was occupied in 1971.

Current Role

In 1973 AVC Edmonton submitted a role statement to the Department of Advanced Education indicating the following:

> The major task of AVC Edmonton is to academically upgrade and/or vocationally train persons who are regarded as educationally and/or economically disadvantaged, under the provisions of the Department of Education Act, 1970.

This broad goal can be said to consist of two somewhat more specific tasks:

1. to enhance the academic and vocational skills of adults in order to improve their employability; and
2. to improve the citizenship skills of adults so that they are better prepared to assume constructive roles in Albertan and Canadian society.

AVC Edmonton currently offers training programs in the areas of academic upgrading, business education, custodial services, English as a second language, family aide and nursing orderly. In addition, the institution offers a number of continuing education and community service, general interest courses.

Institutional Profile

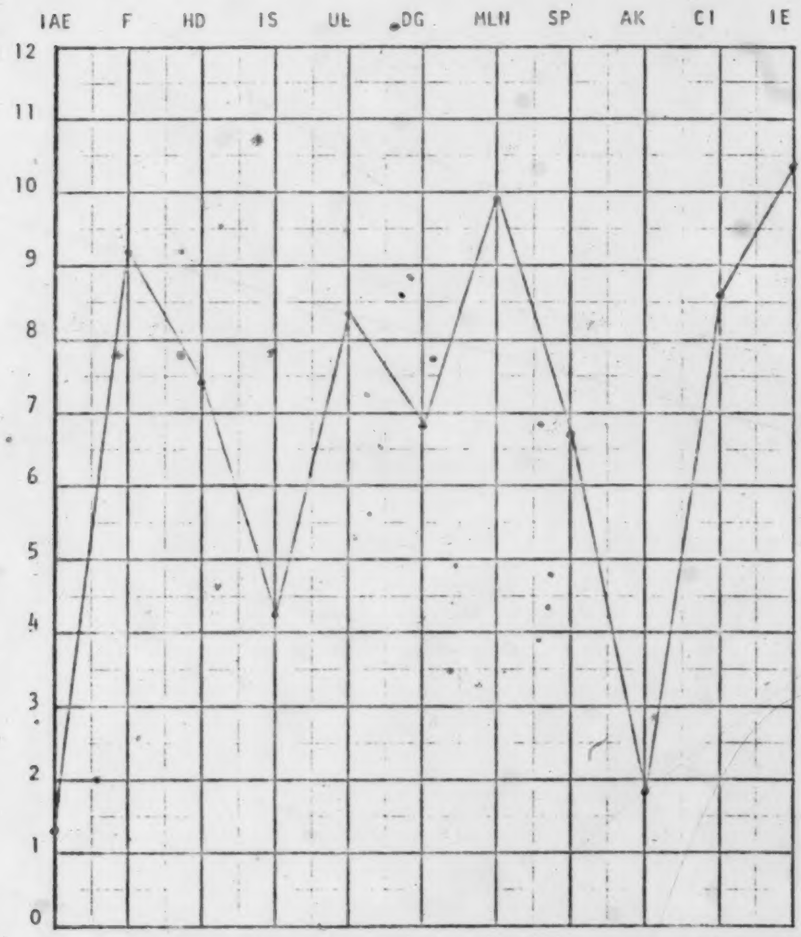
An examination of the AVC Edmonton "Institutional Mean Score Profile," which is presented as Figure 7, indicated a low degree of institutional emphasis upon Intellectual-Aesthetic Extracurriculum (IAE), Concern for Improving Society (IS) and Concern for Advancing Knowledge (AK) dimensions of institutional functioning.

The very low score on the Intellectual-Aesthetic Extracurriculum (IAE) dimension, the lowest among the six institutions comprising the study sample, clearly indicated that the institution

FIGURE 7

ALBERTA VOCATIONAL CENTRE EDMONTON

INSTITUTIONAL MEAN SCORE PROFILE



AVC-E	IAE	F	HD	IS	UL	DG	MLN	SP	AK	CI	IE
MEAN	1.32	9.19	7.46	4.24	8.29	6.81	9.98	6.73	1.87	8.59	10.39
STANDARD DEVIATION	1.52	2.16	1.63	2.45	1.69	3.41	1.50	2.59	1.62	2.22	2.17

made few if any deliberate attempts to encourage intellectual and artistic interests among faculty and students. The low degree of variance associated with the institutional mean score and an examination of scale item responses indicated general agreement that intellectual and aesthetic activities did not constitute an important or appropriate dimension of the institution's operation.

The low score on the Concern for Improving Society (IS) dimension of institutional functioning indicated a fairly limited institutional emphasis on applying knowledge and skills in solving social problems and in working to improve social conditions in the province. Although there was considerable variation in scale item responses indicating lack of agreement as to the current role of the institution, 62.7% of respondents did not perceive the institution as being involved in projects aimed at improving the quality of urban life, and 67.8% perceived faculty and administrators as being non-supportive of the institution's playing an active role in solving social problems.

The very low score on the Concern for Advancing Knowledge (AK) dimension clearly indicated that the institution placed very limited emphasis upon scientific research and knowledge-producing activities in general. While 77.9% of responses to scale items indicated that the governing authority, in this case the Department of Advanced Education and Manpower, did not view advancement of knowledge through research and scholarship to be a major institutional purpose, only 49.2% of responses indicated that senior administrators were not supportive of advancement of knowledge as an important institutional purpose.

A very high score on the Institutional Esprit (IE) dimension indicated a sense of shared purpose and high morale among faculty and administrators. Scale item responses indicated that 93.3% of respondents perceived senior administrators as being highly capable and 76.3% saw them as providing effective leadership. Agreement among respondents was evident in the fact that 88.2% indicated that the institution was successful in achieving its goals, 91.5% indicated perceptions of faculty loyalty to the institution and 93.3% indicated perceptions of strong faculty commitment to the purposes and ideals of the institution. AVC Edmonton scored highest among the six institutions comprising the study sample on this dimension of institutional functioning.

High scores were indicated on the Freedom (F), Human Diversity (HD), Concern for Undergraduate Learning (UL), Meeting Local Needs (MLN), and Concern for Innovation (CI) dimensions of institutional functioning.

The high score on the Freedom (F) dimension suggested that respondents perceived both faculty and students to be free from institutional restrictions which might affect their academic and personal lives. Reference to scale items indicated uncertainty as to whether or not radical student organizations would be permitted to operate on campus. A similar uncertainty was evident as to whether or not faculty were free to express radical political beliefs in their classrooms. However 78.0% of respondents perceived the governing authority as being strongly supportive of the principle of academic freedom for faculty and students.

A high score on the Human Diversity (HD) dimension suggested that the centre had attracted a relatively heterogeneous faculty and student body and that there were no ethnic, social, cultural or religious barriers to entry to the institution. Scale item responses indicated that the institution made no deliberate efforts to attract students from diverse backgrounds and having diverse attitudes and beliefs. However, 88.1% of respondents indicated that the institution tended to attract students from a restricted range of socioeconomic backgrounds, and 72.9% indicated that the institution made provision for the admission of educationally-disadvantaged students.

The high score on the Concern for Undergraduate Learning (UL) dimension suggested an institutional commitment to and emphasis upon effectively performing its teaching function. Reference to scale item responses indicated that 89.9% of respondents perceived faculty as being seriously concerned with the question of how best to communicate knowledge; 98.3% perceived a close relationship between faculty and students; and 98.3% saw faculty members as being quite sensitive to the interests, needs and aspirations of students.

The high score on the Meeting Local Needs (MLN) dimension suggested that the institution placed major emphasis upon providing educational opportunities for adults in the community and upon meeting local area manpower needs. Scale item responses suggested a strong emphasis upon remedial programs, student counselling, retraining and upgrading local area residents in their job skills, and in accommodating diversity in student ability levels and educational-vocational aspirations. The low variance associated with the institutional mean clearly indicated agreement as to the role of the centre in meeting local needs.

The high score on the Concern for Innovation (CI) dimension was reflected in scale item responses which indicated an institutional willingness to experiment with new ideas, administrator support for innovations and a general commitment to experimentation. Although AVC Edmonton scored highest on this dimension among the six institutions comprising the study sample, 40.7% of respondents perceived an air of complacency among faculty and a general feeling that change was unnecessary.

A moderately high score on the Democratic Governance (DG) dimension although associated with a high degree of variance suggested institutional use of participatory decision-making procedures and a general decentralization of authority. Scale items indicated that 81.4% of respondents perceived that student opinion was seriously considered in policy decisions. While 71.1% of respondents perceived administrators as being in control of the institution, 74.6% perceived that individuals directly affected by decisions were generally involved in the decision-making process.

The moderately high score on the Self-Study and Planning (SP) dimension suggested that institutional leaders attached some importance to long range planning and placed some emphasis upon institutional research and planning activities. Considerable uncertainty as to the nature and extent of institutional planning activities was evident in the fact that 30.5% of respondents believed that a written long range plan existed for the institution, 27.1% disagreed with the statement and 42.4% indicated that they did not know whether or not such a plan existed. However 64.4% of respondents indicated that the institution had a long range plan, presumably unwritten, based on a reasonably clear statement of goals.

Congruency with Stated Purpose

The foregoing description of the functioning of AVC Edmonton suggested a very high degree of congruency between its current functioning and its stated purpose and role.

Its major emphasis upon Meeting Local Needs (MLN) and its evident Concern for Undergraduate Learning (UL) coupled with its very high level of Institutional Esprit (IE) suggested a strong commitment to the purpose and role of the institution and acceptance and support for the role of the AVC as a special-purpose institution serving the academic and vocational needs of the disadvantaged.

The institution's development and current functioning indicate a tendency towards a community-responsive orientation with little if any orientation or aspiration towards "intellectual" concerns.

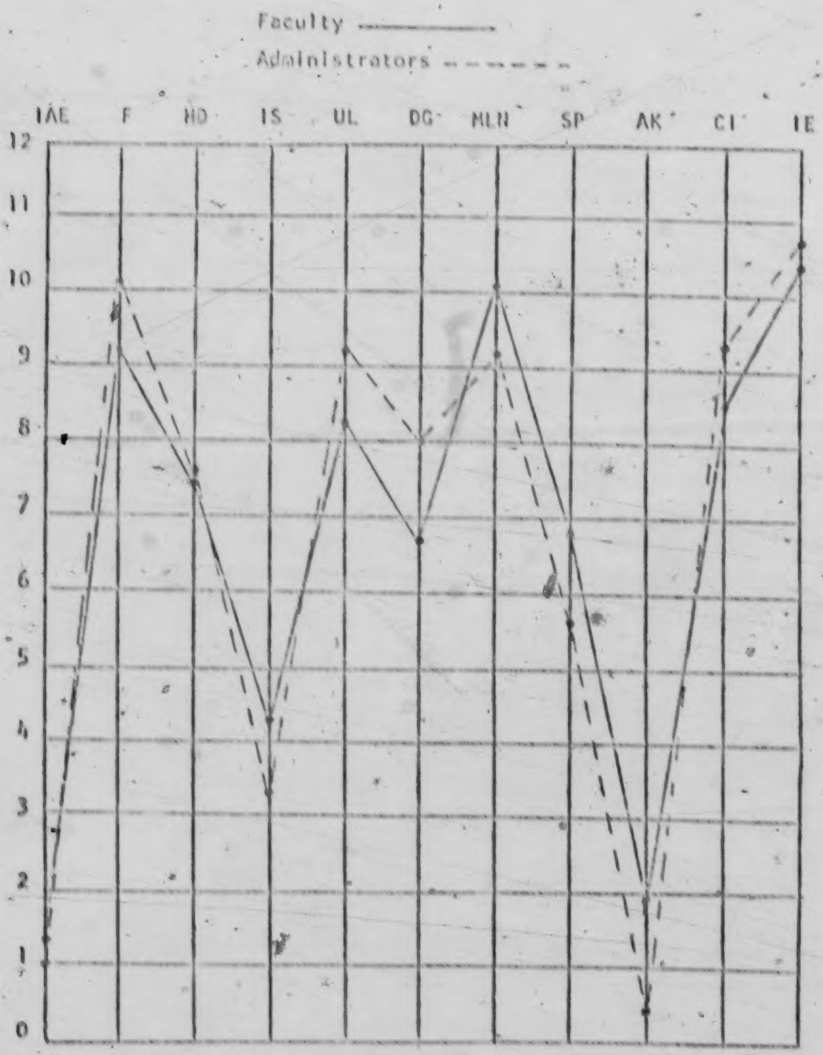
Intrainstitutional Analysis of Faculty Administrator Perceptions

The high variance score associated with several of the scales indicated wide variations in respondent perceptions of institutional functioning and suggested possible differences between various institutional subgroups. However, for the purpose of this study tests for significant differences were applied only to the mean scores of faculty and administrator constituent groups.

FIGURE 8

ALBERTA VOCATIONAL CENTRE EDMONTON

MEAN SCORE PROFILES FOR TWO MAIN CONSTITUENT GROUPS



AVC-E	IAE	F	HD	IS	UL	DG	MLN	SP	AK	CI	IE
MEAN	1.32	9.19	7.46	4.24	8.29	6.81	9.98	6.73	1.87	8.59	10.39
STANDARD DEVIATION	1.52	2.16	1.63	2.45	1.69	3.41	1.50	2.59	1.62	2.22	2.17

TABLE 8

SUMMARY OF ANALYSIS OF VARIANCE BETWEEN MEANS

FOR TWO MAIN CONSTITUENT GROUPS: FACULTY AND ADMINISTRATORS

ALBERTA VOCATIONAL CENTRE EDMONTON

	Faculty			Administrators				
Scales	N	$\overline{X}$	S.D.	N	$\overline{X}$	S.D.	Scheffe F. Ratio	Probability
IAE	53	1.34	1.55	3	1.00	1.00	0.14	0.71
F	55	9.14	2.16	3	10.07	2.53	0.52	0.47
HD	56	7.45	1.67	3	7.67	0.58	0.05	0.82
IS	52	4.30	2.50	3	3.33	1.34	0.44	0.51
UL	56	8.24	1.66	3	9.18	2.33	0.88	0.35
DG	56	6.74	3.43	3	8.00	3.61	0.38	0.54
MLN	55	10.02	1.52	3	9.20	1.06	0.84	0.36
SP	48	6.80	2.62	3	5.67	2.08	0.53	0.47
AK	52	1.95	2.64	3	0.40	0.69	2.67	0.11
CI	54	8.55	2.16	3	9.33	3.79	0.34	0.56
IE	54	10.38	2.21	3	10.67	1.53	0.05	0.83

*Significant at $<$ .05

An examination of the AVC Edmonton "Mean Score Profile for Two Main Constituent Groups" which is presented as Figure 8, indicated general congruence of faculty and administrator perceptions on all IFI scales. Reference to Table 8 indicated no significant differences between faculty and administrators in their perceptions of institutional functioning.

Administrators tended to perceive institutional functioning more favourably than did faculty on the Freedom (F), Human Diversity (HD), Concern for Undergraduate Learning (UL), Democractic Governance (DG); Concern for Innovation (CI) and Institutional Esprit (IE) scales.

It may be useful to note in connection with this particular analysis the very small size of the administrator group sample. It may be reasonable to assume that the high degree of congruency between faculty and administrator perceptions was perhaps attributable to the size of the administrator sample. However the very high score on the Institutional Esprit (IE) dimension lends some credibility to attributing perceptual congruency to the reported high level of morale and shared purpose among faculty and administrators in this institution.

MOUNT ROYAL COLLEGE

Historical Overview

Mount Royal College was founded in Calgary in 1910 under the sponsorship of the Board of Colleges of the Methodist Church and through the efforts of a group of public spirited citizens. In the fall of that year, the Legislature of the Province of Alberta granted the College a charter to conduct an educational institution for students in elementary and secondary education, and for instruction in music, art, speech, drama, journalism, commercial and business courses, and technical and domestic arts.

The College opened in 1911 with a registration of 154 students in its academic and commercial departments and its Conservatory of Music.

When the United Church of Canada formed in 1925, Mount Royal College became a Secondary School of the United Church with a Board of Governors appointed by the General Council of the United Church. In 1931, Mount Royal College affiliated with the University of Alberta, and the Junior College Division was organized. At that time, the College discontinued its Elementary School.

The scope of the College charter was broadened by amendments in 1944 and 1950, and the College began teaching engineering courses in its university department. In the fall of 1956, the Business Administration Department of the Junior College was established. In 1966 when autonomy was granted to the University of Alberta (Calgary), Mount Royal Junior College negotiated an affiliation agreement with the new University of Calgary.

On September 1, 1966, Mount Royal College became a public institution.

Rapidly rising enrolments put heavy pressures on the College to provide adequate classroom space at its then downtown location. This resulted in studies to evaluate alternative sites for a new campus. A decision to locate a new campus on the present 83 acre Lincoln Park site was reached in 1970 (MRC Calendar:1970).

Current Role

In October of 1973, Mount Royal College submitted its statement of general mission and role to the Department of Advanced Education. This statement outlined the following as the primary objectives of the College:

1. Provision of a comprehensive, flexible and current curriculum designed to provide learning opportunities in programs that are beyond the post-secondary level and lead to gainful employment.

2. Accommodation of any adult who expresses a willingness to learn.

3. Availability of an active counselling and guidance program to help students become aware of their academic qualifications and overcome limitations so that they can choose reasonable alternatives in the successful pursuit of educational goals.

In addition, the statement emphasized the role of Mount Royal College in providing community service courses to fulfill identifiable community needs.

In implementing its objectives, Mount Royal College currently provides a comprehensive range of programs designed to meet a variety of student and community needs. Programs tend to lie in the following areas:

1. University transfer programs.

2. Career programs in the areas of health and allied services, business and administration, music, community and social services and communications.

3. Community service and further education general interest courses.

Mount Royal College's role in the provision of upgrading and pre-vocational programs has declined substantially with these functions being taken over by the Alberta Vocational Centre in Calgary.

In addition, the Old Sun Campus located at Gleichen operates in affiliation with Mount Royal College. This campus, catering to the needs of the Blackfoot Band originally was operated by Mount Royal College, but now has a separate board which is responsible for its operation. The campus maintains affiliation with Mount Royal College.

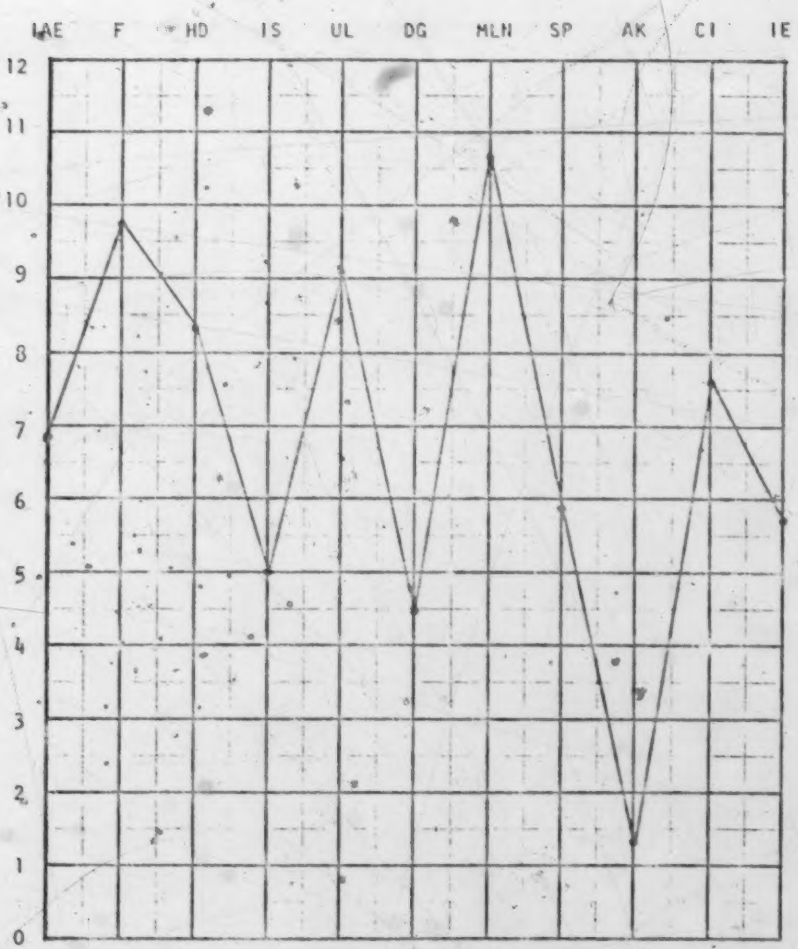
Institutional Profile

Reference to the Mount Royal College "Institutional Mean Score Profile," which is presented as Figure 9, indicated a very low

FIGURE 9

MOUNT ROYAL COLLEGE

INSTITUTIONAL MEAN SCORE PROFILE



MRC	IAE	F	HD	IS	UL	DG	MLN	SP	AK	CI	IE
MEAN	6.83	9.72	8.29	5.00	9.07	4.50	10.66	5.89	1.37	7.57	5.68
STANDARD DEVIATION	2.48	2.18	2.27	3.53	2.36	3.50	1.32	3.48	1.58	2.73	3.06

institutional emphasis upon Concern for Advancing Knowledge (AK) and a low emphasis upon Democratic Governance (DG).

The very low score on the Concern for Advancing Knowledge (AK) dimension reflected a very limited institutional emphasis upon scientific research and knowledge-producing activities in general. An examination of scale items indicated general agreement in responses with 89.9% of respondents perceiving the governing board and 76.8% perceiving senior administrators as being non-supportive of research and scholarship as constituting a major institutional purpose. The low variance associated with the institutional mean score on this dimension indicated general agreement that advancing knowledge through research and scholarly activity was not of significant concern within the institution.

A low score on the Democratic Governance (DG) dimension of institutional functioning coupled with a high degree of variance indicated both that individuals directly affected by decisions were not given adequate opportunity to participate in making the decision and that this dimension of functioning was not clearly being perceived similarly by all institutional members. In addition, the fact that this institution ranked lowest on this dimension of functioning when compared to other institutions comprising the study sample suggested that a "top-down" administrative framework prevented meaningful faculty involvement in matters of governance. Reference to scale item responses indicated that 88.4% of respondents perceived that a small administrative clique ran the institution and 82.6% indicated administrative control of governance. Similarly only 69.6%

of respondents agreed that faculty were involved in decisions concerning the operation of the institution and only 50.7% perceived students, faculty and administrators as having opportunities for meaningful involvement in campus governance.

A moderately-low score on the Concern for Improvement of Society (IS) dimension reflected a fairly low institutional emphasis upon solving social problems and promoting social change. Scale item responses indicated wide variations in perceptions of institutional functioning on this dimension. For example, 37.7% of respondents agreed, 44.9% disagreed and 17.4% did not know whether or not the institution was directly involved in resolving pressing social problems. Similarly, 34.8% of respondents agreed that the institution was engaged in projects aimed at improving the quality of urban life while 42.0% disagreed with the statement and 23.2% indicated that they "did not know". A comparison of the MRC score with those of other institutions comprising the study sample indicated that the institution ranked second highest on this dimension of institutional functioning.

A moderately-low score on the Self-Study and Planning (SP) dimension suggested a moderate emphasis upon continuous long range planning and upon institutional research directed towards formulating and revising plans. Most respondents tended to either disagree with statements that the college had a written long range plan or to indicate that they did not know whether or not such a plan existed. Both the high variance associated with the institutional mean score and the wide variation in certain item responses indicated considerable uncertainty as to the nature and purpose of institutional long range planning activities.

The moderately-low score on the Institutional Esprit (IE) dimension was the lowest among the institutions comprising the study sample and suggested a relatively low level of morale and shared purpose among faculty and administrators. Over 70.0% of respondents did not perceive senior administrators as providing effective leadership; 66.6% disagreed with the statement that the institution enjoyed a sense of community and shared purpose. However, 78.2% of respondents indicated that faculty were loyal to the institution, and 62.3% indicated that faculty would defend the institution against outside criticism.

A very high score on the Meeting Local Needs (MLN) dimension coupled with a low degree of variance suggested general agreement among respondents that the institution placed a high degree of emphasis upon meeting community and regional educational needs. Scale item responses indicated general consensus concerning the availability of counselling services to adults in the local area, the operation of a job-placement service, the availability of institutional facilities to community groups, the availability of remedial courses, and the availability of programs designed to meet local area manpower needs.

High scores were indicated on the Freedom (F), Human Diversity (HD), Concern for Undergraduate Learning (UL) and Concern for Innovation (CI) dimensions of institutional functioning.

The high score on the Freedom (F) dimension suggested that respondents perceived both faculty and students to be free from institutional restrictions which might affect their academic and personal lives. Reference to scale items indicated that 73.9% of respondents perceived faculty members as feeling free to express radical political beliefs in their classrooms and 72.5% considered the governing board to be strongly supportive of the principle of academic freedom. However only 52.2% of respondents believed that eccentric convictions and unpopular beliefs among faculty members would be tolerated by senior administrators and the governing board.

An interesting and perhaps useful observation concerning this institution is that although the College ranked lowest on both Democratic Governance (DG) and Institutional Esprit (IE) dimensions when compared to other institutions comprising the study sample, it ranked second on the Freedom (F) dimension.

The high score on the Human Diversity (HD) dimension suggested that the institution had attracted a relatively heterogeneous student body and faculty. While reference to scale items indicated a lack of agreement as to whether or not the institution deliberately sought to attract students from diverse backgrounds, 89.9% of respondents indicated that no conscious effort was made to select students having similar personality traits. In general, responses indicated no ethnic, social, cultural, or religious barriers to entry to the college.

The high score on the Concern for Undergraduate Learning (UL) dimension suggested that considerable institutional emphasis was being placed upon the effective performance of the teaching function. Reference to scale item responses indicated that 75.3% of respondents believed faculty to be concerned with the question of how best to communicate knowledge and 84.1% perceived faculty to be quite sensitive to the interests, needs and aspirations of students. More than 90.0% of respondents considered tutorial or independent study to be important features of the curriculum and almost 80.0% perceived a close relationship between faculty and students.

A high score on the Concern for Innovation (CI) dimension suggested that the college was fairly strongly committed to experimentation with new ideas. Scale item responses indicated that 81.2% of respondents perceived a general institutional willingness to experiment with innovations and that 84.0% did not perceive the institution as being bound by tradition.

The moderately-high score on the Intellectual-Aesthetic Extracurriculum (IAE) dimension was the highest for all institutions comprising the system and reflected the college's efforts to encourage intellectual and artistic interests through the provision of extracurricular opportunities for this purpose. Scale items indicated the presence of a campus art gallery, and some emphasis upon sponsoring cultural events and music concerts. In general, the college tended to reflect considerable emphasis upon intellectual and aesthetic activities.

Congruency with Stated Purpose

The foregoing description of the functioning of Mount Royal College suggested a very high degree of congruency between its current functioning and its stated purpose and role.

Its major emphasis upon Meeting Local Needs (MLN) and Concern for Undergraduate Learning (UL) was consistent with its role statement emphasis upon providing courses to fulfill identifiable community needs and on providing an active student counselling program.

In general, the college functioning profile tended to reflect a "liberal" and to a lesser degree a "community" orientation. While the college placed considerable emphasis upon Intellectual-Aesthetic Extracurriculum (IAE) activities, its very low emphasis upon Concern for Advancing Knowledge (AK) mitigated the possibility of its having adopted an "intellectual" orientation.

Intrainstitutional Analysis of Faculty Administrator Perceptions

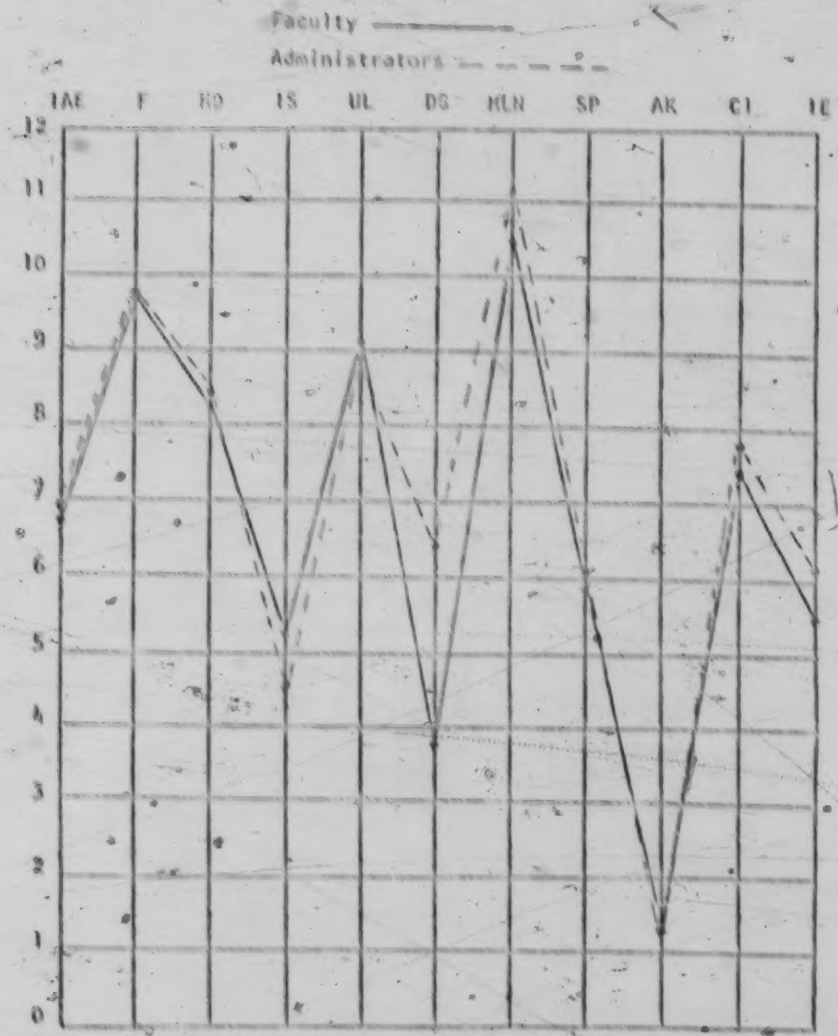
Although the foregoing institutional analysis indicated that several scales had a high variance score which suggested wide variations in respondent perceptions of institutional functioning and possible differences between various institutional subgroups, for the purpose of this study tests for significant differences were applied only to the mean scores of faculty and administrators.

Examination of the Mount Royal College "Mean Score Profile for Two Main Constituent Groups," which is presented as Figure 10 indicated a very high degree of congruency between faculty and administrator perceptions of institutional functioning with one notable exception with regard to perceptions of Democratic Goverance (DG). Reference to Table 9 further supported the foregoing observations of

FIGURE 10

MOUNT ROYAL COLLEGE

MEAN SCORE PROFILES FOR TWO MAIN CONSTITUENT GROUPS



MRC	IAE	F	HD	IS	UL	DS	MLN	SP	AK	CI	IE
MEAN	6.83	9.72	8.29	5.00	9.07	4.50	10.66	5.89	1.37	7.57	5.68
STANDARD DEVIATION	2.48	2.18	2.27	3.51	2.36	3.50	1.32	3.43	1.58	2.73	3.06

TABLE 9

SUMMARY OF ANALYSIS OF VARIANCE BETWEEN MEANS FOR TWO MAIN CONSTITUENT GROUPS: FACULTY AND ADMINISTRATORS

MOUNT ROYAL COLLEGE

	Faculty			Administrators				
Scales	N	$\overline{X}$	S.D.	N	$\overline{X}$	S.D.	Scheffe F. Ratio	Probability
IAE	45	6.78	2.60	19	6.94	2.29	0.06	0.81
F	43	9.70	2.16	19	9.76	2.33	0.01	0.92
MD	43	8.23	2.28	19	8.41	2.36	0.08	0.77
IS	42	5.22	3.57	16	4.60	3.54	0.35	0.56
UL	43	9.11	2.16	19	8.96	2.93	0.05	0.82
DG	49	3.78	2.83	19	6.42	4.43	8.56*	0.00*
MLN	48	10.46	1.43	19	11.11	0.86	3.47	0.07
SP	42	5.92	3.35	19	6.07	3.75	0.02	0.88
AK	45	1.40	1.56	19	1.31	1.69	0.04	0.83
CI	43	7.43	2.56	19	7.84	3.20	0.29	0.58
IE	49	5.46	2.94	19	6.18	3.44	0.74	0.39

*Significant at ≤ .05

the degree of congruency in the perceptions of faculty and administrator groups and at the same time identified the highly significant difference between the two groups on the Democratic Governance (DG) scale.

Differences in Perceptions of Democratic Governance (DG). Faculty and administrator perceptions of the extent to which Mount Royal College provided institutional members opportunity to participate in the decision-making and general governance process were divergent on five of the twelve scale items related to this dimension of institutional functioning. For example, while 73.4% of faculty respondents perceived the institution to be dominated by a single official point of view, only 42.1% of administrator respondents agreed with the statement. Divergent perceptions also were evident on items related to faculty involvement in policy making, general campus governance and sharing of authority. On each of these items, the majority of faculty respondents perceived a centralization of authority while the majority of administrator respondents perceived a sharing of authority and that provision was being made for involvement of institutional members in the governance process.

On seven of the twelve items comprising the DG scale, faculty and administrators were generally in agreement as to the direction of response, but administrators consistently perceived the institution more favourably. For example, 91.9% of faculty respondents and 78.9% of administrator respondents agreed that "... a small group of individuals ... run this institution".

Implications of Findings. The presence of divergent perceptions between faculty and administrators concerning the extent to which Mount Royal College was "democratic" in its governance procedures suggested a high potential for faculty-administrator conflict on matters concerning this dimension of institutional functioning. Improved communication between and among the constituent groups might increase congruency in perceptions of institutional governance and possibly reduce the existing conflict potential.

GRANT MacEWAN COMMUNITY COLLEGE

Historical Overview

Grant MacEwan Community College is the newest public college in the system. The need for a college in the Edmonton area was demonstrated by a junior college feasibility study commissioned by the Edmonton Separate School Board in 1964. In September, 1968, a Provincial Board of Post-Secondary Education committee examined the need for a college in the Edmonton area. In completing its study in April, 1969 the committee recommended that there was an immediate need for a college in Edmonton to serve the northern part of the province. Grant MacEwan Community College was created in the spring of 1970 and began providing services at the Old Scona and Cromdale campuses to a substantial number of students in September, 1971.

The first convocation of graduating students was held in May, 1973. With the increase in enrollments, additional facilities were acquired at the Assumption Campus in 1972 and the Jasper Place Campus in 1973. The distribution of campuses and offices throughout Edmonton is a unique feature of the College which allows for easier access to educational facilities and greater responsiveness to community needs. Additional facilities located in Mill Woods are currently under development (GMCC Calendar:1974).

Since its inception, the role of Grant MacEwan Community College has expanded considerably.

Current Role

In a role statement submitted to the Department of Advanced Education in 1973, the College indicated that its primary function was to provide a broad range of educational opportunities primarily in the areas of career and general education. Its second function was to provide educational services to those individuals not being served by existing institutions and to contribute to the development of the community through the sharing of its facilities and services.

The College presently offers programs in the areas of health services, communications, community and social services, educational services, general arts and science, performing and design arts, business and administration and continuing education. Because of the presence of the University of Alberta and AVC Edmonton, Grant MacEwan Community College does not at present offer university transfer programs and its role in academic upgrading and pre-vocational training is limited.

Institutional Profile

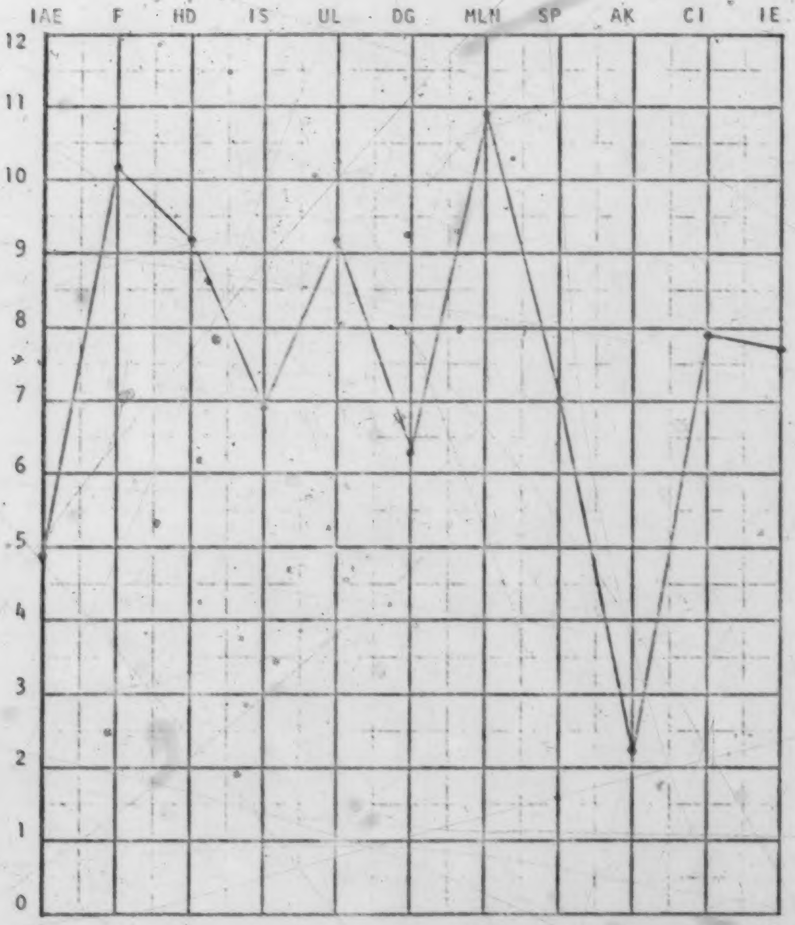
Reference to the Grant MacEwan Community College "Institutional Mean Score Profile," which is presented as Figure 11, indicated a low emphasis on two dimensions of institutional functioning: Intellectual-Aesthetic Extracurriculum (IAE) and Concern for Advancing Knowledge (AK).

The low score on the Intellectual-Aesthetic Extracurriculum (IAE) dimension suggested that the college placed limited emphasis upon encouraging intellectual and artistic interests through the

FIGURE 11

GRANT MacEWAN COMMUNITY COLLEGE

INSTITUTIONAL MEAN SCORE PROFILE



GMCC	IAE	F	HD	IS	UL	DG	MLN	SP	AK	CI	IE
MEAN	4.87	10.41	9.04	6.97	9.17	6.31	10.95	7.00	2.23	7.93	7.74
STANDARD DEVIATION	2.71	1.79	1.53	3.11	2.19	4.09	1.34	3.09	2.13	2.02	3.72

provision of extracurricular activities for this purpose. Although scale item responses indicated the presence of a campus art gallery, presentations of dance programs and poetry readings, 53.3% of respondents indicated that the college did not attempt to sponsor a rich program of cultural events and 52.0% indicated that few opportunities existed outside of the normal classroon setting for intellectual and artistic self-expression on the part of students.

A low score on the Concern for Advancing Knowledge (AK) dimension reflected a limited institutional emphasis upon scientific research and knowledge-producing activities in general. An examination of scale item responses showed that 72.0% of respondents perceived the governing board and that 65.4% perceived senior administrators as non-supportive of the idea of research and scholarship constituting a major institutional purpose. While variations in responses indicated lack of clarity in perceptions of the institution's functioning on this dimension, it was evident that there was little faculty involvement in scientific research and that advancing knowledge was not considered to be an important activity or area of emphasis.

A very high score on the Meeting Local Needs (MLN) dimension coupled with a low degree of variance suggested general institutional agreement that the institution placed a high degree of emphasis upon meeting community and regional educational needs. Scale item responses showed general consensus that the college provided adult education programs, retraining and upgrading skill training courses for local area residents, remedial studies courses designed to meet local area manpower needs, and that the curriculum was designed to accommodate diverse abilities and educational-vocational aspirations among students.

A very high score on the Freedom (F) dimension suggested that respondents perceived both faculty and students to be free from any institutional restrictions which might affect their academic and personal lives. Reference to scale items showed that 96.0% of respondents perceived institutional authorities as accepting idiosyncratic and non-conformist student personal styles and appearances; 81.4% perceived the governing board as strongly supportive of the principle of academic freedom; and 80.0% perceived faculty as feeling free to express radical political beliefs. When compared to the six institutions comprising the study example, the college ranked first on the Freedom (F) dimension of institutional functioning.

High scores were indicated on the Human Diversity (HD), Concern for Undergraduate Learning (UL), Self-Study and Planning (SP), Concern for Innovation (CI), and Institutional Esprit (IE) dimensions of institutional functioning.

The high score on the Human Diversity (HD) dimension suggested that the college had attracted a relatively heterogeneous student body and faculty. Reference to scale items indicated respondents to be generally in agreement that no conscious effort was being made by the college to attract students having particular ethnic, social, cultural, or religious backgrounds or beliefs.

The high score on the Concern for Undergraduate Learning (UL) dimension suggested that considerable institutional emphasis was being placed upon effective performance of the teaching function. Reference to scale item responses indicated that 82.7% of respondents believed faculty to be concerned with the question of how best to communicate knowledge; 93.3% were agreed that faculty were quite sensitive to the interests, needs and aspirations of students; and 85.3% perceived a close relationship between faculty and students.

A high score on the Self-Study and Planning (SP) dimension suggested that some emphasis was placed upon continuous long range planning and upon institutional research directed toward formulating and revising plans. Scale items indicated that 52.0% of respondents agreed that the college had a long range plan embodied in a written document which was available for distribution throughout the institution and 49.3% agreed that the plan was based on a reasonably clear statement of goals. However, the relatively high variance associated with the institutional mean score on this dimension, coupled with the fact that a large number of respondents indicated that they were not aware of planning activities, suggested that considerable uncertainty existed within the college concerning the nature and purpose of its planning activities.

The high score on the Concern for Innovation (CI) dimension indicated that the college was quite strongly committed to experimentation with new ideas. Scale item responses showed that 86.6% of respondents perceived a general institutional willingness to experiment with innovations; that 86.6% did not perceive the institution to be tradition bound; and that 73.3% did not perceive faculty as being complacent.

The high score on the Institutional Esprit (IE) dimension suggested a relatively high level of morale and shared purpose among faculty and administrators. However, divided opinion was evident among respondents concerning the ability of senior administrators, the effectiveness of their leadership and the quality of communication between faculty and administrators. Approximately 70.0% of respondents perceived morale to be high and faculty to be loyal to the institution.

A moderately-high score on the Concern for Improving Society (IS) dimension indicated some institutional emphasis upon solving social problems and promoting social change. While 66.7% of respondents to scale items indicated that the institution was involved in programs directly concerned with solving social problems, and while 78.7% perceived that the idea of the college assuming leadership in promoting social change might be popular on campus, only 50.7% of respondents perceived the governing board as being supportive of the institution's becoming actively involved in resolving social problems and 60.0% agreed that faculty tended to be satisfied with the status quo of Canadian Society. A comparison of the college score with those of other institutions comprising the study sample showed that GMCC ranked highest on this dimension of institutional functioning.

A moderately-high score on the Democratic Governance (DG) dimension coupled with a high degree of variance suggested both a lack of consensus within the institution as to the degree to which "democratic" procedures were employed in matters of governance and that a moderate degree of emphasis was placed upon providing individuals opportunities to participate in making decisions which affected them directly. Reference to scale items indicated that 61.3% of respondents perceived that a small group of individuals ran the college, 65.3% indicated administrative control of governance and 66.7% disagreed with the statement that power was widely dispersed within the institution. However only 41.3% agreed that the institution was dominated by a single point of view. Divided opinion was evident concerning the degree of emphasis which was placed upon securing faculty involvement in the decision-making process in the college.

Congruency with Stated Purpose

The foregoing description of the functioning of Grant MacEwan Community College suggests a very high degree of congruency between its current functioning and its stated purpose and role.

Its major emphasis upon Meeting Local Needs (MLN) and its high scores on the Concern for Undergraduate Learning (UL), Human Diversity (HD), and Concern for Innovation (CI) dimensions are generally consistent with the stated college purpose of providing a broad range of services in the areas of career and general education and of extending services to individuals not being served by existing institutions.

In general, the college functioning profile tended to reflect a "liberal" orientation by its emphasis upon Freedom (F), Human Diversity (HD), and Concern for Improvement of Society (IS). Its emphasis upon Institutional Esprit (IE), Democratic Governance (DG) and Self-Study and Planning (SP) reflected a "community" orientation.

Although the college placed some emphasis upon Intellectual-Aesthetic Extracurriculum (IAE) activities, its very low emphasis upon Concern for Advancing Knowledge (AK) mitigated the possibility of its having adopted an "intellectual" orientation.

Intrainstitutional Analysis of Faculty Administrator Perceptions

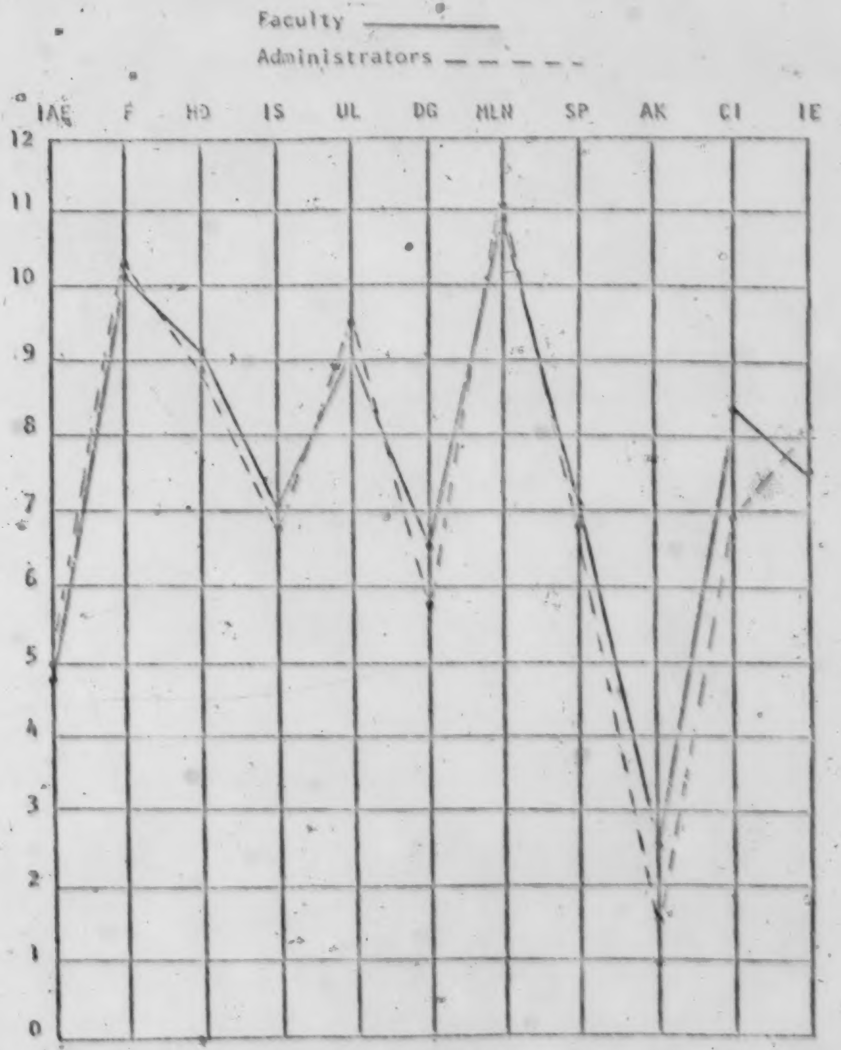
Although the foregoing institutional analysis indicated several scales having a high variance score indicating wide variation in respondent perceptions of institutional functioning and suggesting possible differences between various institutional subgroups, for the purpose of this study tests for significant differences were applied only to the mean scores of the faculty and administrator constituent groups.

An examination of the Grant MacEwan Community College, "Mean Score Profile for Two Main Constituent Groups," which is presented in Figure 12 indicated a very high degree of congruency between faculty and administrator perceptions of institutional functioning with one notable exception with regard to perceptions of the college's Concern for Innovation (CI). Reference to Table 10 further supported the foregoing observations of congruency in the perceptions of faculty and administrators and at the same time identified a difference significant at the .05 level between the two groups on the Concern for Innovation (CI) dimension of institutional functioning.

FIGURE 12

GRANT MacEWAN COMMUNITY COLLEGE

MEAN SCORE PROFILES FOR TWO MAIN CONSTITUENT GROUPS



GMCC	IAE	F	HD	IS	UL	DG	MLN	SP	AK	CI	IE
MEAN	4.87	10.14	9.04	6.97	9.17	6.31	10.95	7.00	2.23	7.93	7.74
STANDARD DEVIATION.	2.71	1.79	1.53	3.11	2.19	4.09	1.34	3.09	2.13	2.82	3.72

TABLE 10

SUMMARY OF ANALYSIS OF VARIANCE BETWEEN MEANS

FOR TWO MAIN CONSTITUENT GROUPS: FACULTY AND ADMINISTRATORS

GRANT MacEWAN COMMUNITY COLLEGE

Scales	Faculty			Administrators			Scheffe F. Ratio	Probability
	N	$\overline{X}$	S.D.	N	$\overline{X}$	S.D.		
IAE	43	4.81	2.93	23	5.00	2.24	0.07	0.80
F	48	10.39	1.95	23	10.25	1.49	0.12	0.73
HD	51	9.09	1.58	23	8.93	1.50	0.17	0.68
IS	43	7.07	3.30	23	6.78	2.85	0.12	0.73
UL	52	9.02	2.18	23	9.50	2.28	0.75	0.39
DG	50	6.51	4.14	23	5.86	4.12	0.40	0.53
MLN	51	10.92	1.31	23	11.01	1.45	0.06	0.81
SP	44	7.03	2.93	22	6.83	3.43	0.10	0.75
AK	42	2.56	2.28	23	1.61	1.77	3.02	0.08
CI	43	8.37	2.65	23	6.93	3.05	3.90*	0.05*
IE	50	7.56	3.86	23	8.12	3.52	0.36	0.55

*Significant at (.06) .05

Differences in Perceptions of Concern for Innovation (CI). Faculty and administrator respondents differed significantly in their perceptions of the strength of the college's commitment to experimentation with new ideas for educational practice. Where significant differences were noted between faculty and administrators in other institutions comprising the study sample, invariably administrators tended to perceive the institution more favourably than did faculty. However, reference to Figure 12 and Table 10 indicated that administrators in Grant MacEwan Community College viewed the institution's "Concern for Innovation" less favourably than did faculty.

Scale item responses indicated that administrators perceived less willingness to experiment with innovations, less encouragement to faculty to experiment with new courses and teaching methods, and a general lack of receptivity for innovation.

Divergent perceptions between faculty and administrators were evident on only three items. While the majority of faculty perceived major changes as having occurred in the college, administrators did not. Similarly, while the majority of faculty agreed that financial support for new ideas was almost impossible to get, the majority of administrators disagreed with the statement.

Implications of Findings. The absence of a large number of clearly divergent perceptions between faculty and administrator respondents indicated a relatively low potential for conflict on matters related to the Concern for Innovation dimension of institutional functioning. Since differences appeared to be in the intensity rather than in the direction of scale item responses, and since no significant differences were found on other dimensions of institutional functioning it may be reasonable to assume that no serious differences in perceptions of institutional functioning were noted in the college.

SUMMARY

This chapter provided descriptions of the functioning of each of the six institutions selected for study, assessments of the degree of congruency between institutional functioning and stated purposes and roles, and intrainstitutional analyses of faculty and administrator perceptions of institutional functioning.

In general, institutions were perceived by their members as: placing very high emphasis upon Meeting Local Needs (MLN); showing considerable Concern for Undergraduate Learning (UL); providing Freedom (F) to faculty and students; and enjoying high levels of Institutional Esprit (IE). Concern for Advancing Knowledge (AK) and Concern for Improvement of Society (CI) were perceived consistently as being of low priority.

The current functioning of each of the six institutions was found to be generally consistent with their stated purposes and roles, and respondents perceived generally high commitment among institutional members to institutional purposes.

A total of ten significant differences in the perceptions of institutional functioning by faculty and administrators were found in only five of the six institutions. Most of the differences were related to the Democratic Governance (DG) and Concern for Innovation

(CI) dimensions, although differences also were noted for the Concern for Undergraduate Learning (UL), Freedom (F), and Institutional Esprit (IE) dimensions.

With few exceptions, the differences noted could be attributed to the fact that administrators viewed institutional functioning more favourably than did faculty on those dimensions on which institutional scores were in the high range and which were consistent with the stated purpose and role of the institution. On those dimensions on which institutional scores were in the low range and which were not consistent with the stated purpose and role of the institution, administrators tended to view institutional functioning less favourably than did faculty.

CHAPTER V

A COMPARISON OF INSTITUTIONS

The institutional analysis presented in Chapter IV provided a detailed description of the functioning of each institution, an assessment of the extent of congruency between perceived functioning and institutional role and purpose, and an analysis of differences in faculty and administrator perceptions of institutional functioning on the eleven dimensions measured by the IFI. This chapter examines the differences among the individual institutions comprising the study sample as reflected by their mean scores on each of the eleven IFI dimensions.

As was previously indicated, a one-way analysis of variance using the Scheffe test for multiple comparisons of means was used to locate interinstitutional differences. Where the calculated probability of differences was .05 or less on the basis of the analysis of variance, the multiple comparison of means was examined to isolate the pairs of institutional mean scores that accounted for the observed statistical difference. Given the conservative nature of the Scheffe test, a probability of .10 was accepted as indicating a statistically significant difference between any single pair of institutional means.

A problem which arose immediately when the question of comparing the results of different institutions was considered, was that of the norm or standard against which to compare the institutions.

Clearly, there were no necessarily "ideal" functioning scores to serve as the bases for comparisons nor were existing norms established for the IFI using data from American universities and colleges considered fully appropriate for an interinstitutional comparison. Thus the absence of normative data for Canadian non-university post-secondary institutions necessitated comparing institutions to each other without reference to either norms or institutional goals.

This approach was facilitated by rank ordering institutions on each functioning dimension in order that differences between institutions might be interpreted in a meaningful manner. However, it should be noted that the rank ordering was not intended as an evaluation of the institutions comprising the study sample. Since each institution was expected to fulfill a specified role, any "evaluation" of its functioning should be related to its role or purpose rather than to its rank in relation to other institutions.

This chapter is organized to present an analysis of differences among the six institutions comprising the study sample on the basis of institutional mean scores on each of the eleven dimensions of institutional functioning.

In essence, this chapter provides an overall analysis of the differences in functioning among the six institutions under study and seeks to answer the following subproblem:

> Did the six institutions comprising the study sample differ significantly from each other on any of the eleven dimensions of institutional functioning?

ANALYSES OF DIFFERENCES BETWEEN INSTITUTIONS

Comparative System Profile

A "Comparative Mean Profile for Six Institutions on Eleven Dimensions of Functioning", which is presented as Figure 13, was included in this chapter to provide a graphic representation of the comparative levels of emphasis which institutions placed on each of the eleven dimensions of functioning measured by the IFI. To facilitate interpretation of both the profile and the differences identified between pairs of institutions, Table 11 also was included in this chapter. Table 11 provides a summary of institutional means and institutional rank orders for each of the eleven dimensions of institutional functioning.

Reference to Figure 13 suggested that, from a systems perspective, the degree of institutional emphasis on each of the dimensions noted generally was quite similar with the exception of the Intellectual-Aesthetic Extracurriculum (IAE) and Institutional Esprit (IE) dimensions where differences in degree of emphasis were evident among the six institutions.

However, reference to Table 12, which provides a summary of the analysis of variance results, indicated highly significant F ratios for all dimensions except Self-Study and Planning (SP). The Scheffe test for multiple comparisons of means, when applied to those dimensions on which F ratios were considered to be significant, identified significant differences between means for a number of pairs of institutions.

In considering these latter findings and in seeking objective and, alternatively, subjective evidence to explain the findings, it

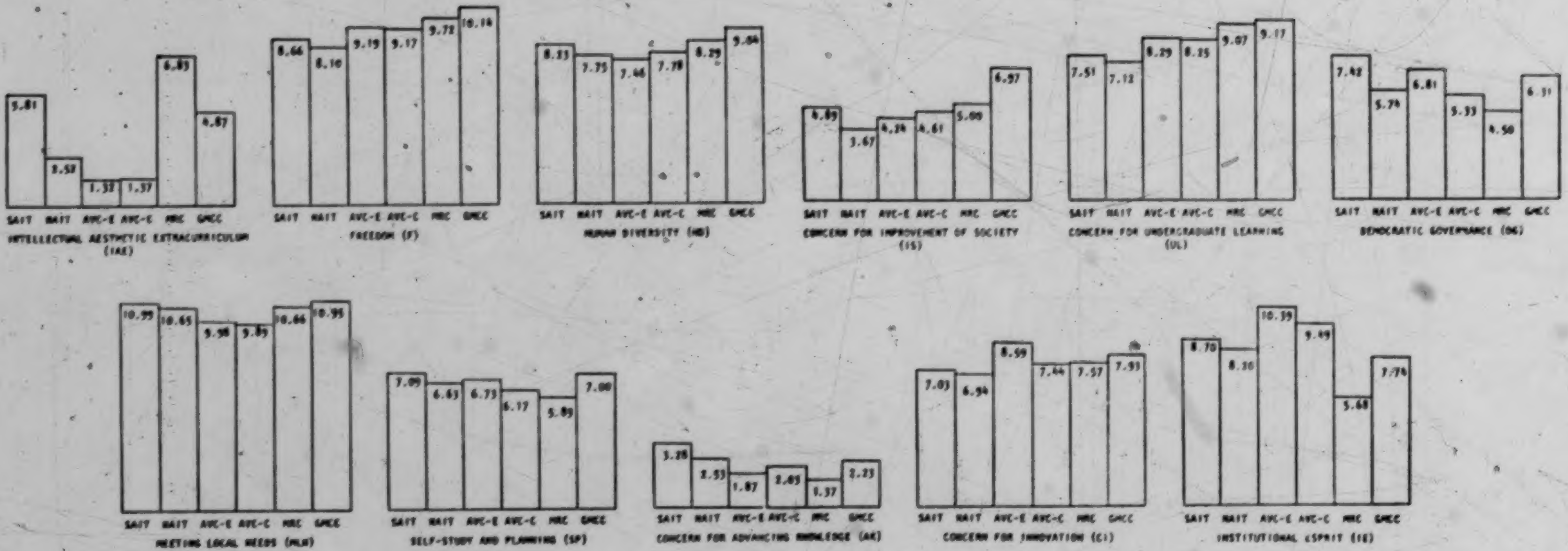


FIGURE 13

COMPARATIVE MEAN SCORE PROFILE FOR SIX INSTITUTIONS ON ELEVEN DIMENSIONS OF FUNCTIONING

TABLE 11

SUMMARY OF INSTITUTIONAL MEANS AND RANKS

INSTITUTION		INSTITUTIONAL MEANS AND RANKS										
		IAE	F	HD	IS	UL	DG	MLN	SP	AK	.CI	IE
SAIT	Mean	5.81	8.66	8.23	4.89	7.51	7.42	10.99	7.09	3.28	7.03	8.70
	Rank	2	5	3	3	5	1	1	1	1	5	3
NAIT	Mean	2.52	8.10	7.75	3.67	7.12	5.74	10.65	6.63	2.53	6.94	8.20
	Rank	4	6	5	6	6	4	4	4	2	6	4
AVC-C	Mean	1.37	9.17	7.78	4.61	8.25	5.33	9.89	6.17	2.03	7.44	9.49
	Rank	5	4	4	4	4	5	6	5	4	4	2
AVC-E	Mean	1.32	9.19	7.46	4.24	8.29	6.81	9.98	6.73	1.87	8.59	10.39
	Rank	6	3	6	5	3	2	5	3	5	1	1
MRC	Mean	6.83	9.72	8.29	5.00	9.07	4.50	10.66	5.89	1.37	7.57	5.68
	Rank	1	2	2	2	2	6	3	6	6	3	6
GMCC	Mean	4.87	10.14	9.04	6.97	9.17	6.31	10.95	7.00	2.23	7.93	7.74
	Rank	3	1	1	1	1	3	2	2	3	2	5
SAMPLE MEAN		4.00	8.70	8.04	4.55	7.70	6.32	10.71	6.74	2.60	7.23	8.34
STANDARD DEVIATION		3.14	2.22	1.87	3.02	2.30	3.47	1.36	3.12	2.28	2.90	3.06

TABLE 12

SUMMARY OF MEANS AND ANALYSIS OF VARIANCE BETWEEN MEANS FOR EACH INSTITUTION

Scale	SAIT $\overline{X}$	NAIT $\overline{X}$	AVC-E $\overline{X}$	AVC-C $\overline{X}$	MRC $\overline{X}$	GMCC $\overline{X}$	Scheffe F Ratio	Probability
IAE	5.81	2.52	1.32	1.37	6.83	4.87	84.89	0.0
F	8.66	8.10	9.19	9.17	9.72	10.14	16.20	0.0
HD	8.23	7.75	7.46	7.78	8.29	9.04	8.51	0.0
IS	4.89	3.67	4.24	4.61	5.00	6.97	15.81	0.0
UL	7.51	7.12	8.29	8.25	9.07	9.17	18.79	0.0
DG	7.42	5.74	6.81	5.33	4.50	6.31	13.90	0.0
MLN	10.99	10.65	9.98	9.89	10.66	10.95	9.93	0.0
SP	7.09	6.63	6.73	6.17	5.89	7.00	2.05	0.07
AK	3.28	2.53	1.87	2.03	1.37	2.23	11.49	0.0
CI	7.03	6.94	8.59	7.44	7.57	7.93	4.67	0.00
IE	8.70	8.20	10.39	9.49	5.68	7.74	20.24	0.0

Significant at < .05

became evident that while highly statistically significant differences did indeed exist between pairs of institutions on each of the dimensions of institutional functioning, the importance of these differences appeared questionable.

This reservation concerning the practical as opposed to statistical significance of the findings notwithstanding, the following sections present a scale by scale analysis of significant differences between institutions identified through application of the Scheffe test using the .10 level of probability as the basis for "statistical" significance.

Interinstitutional Analyses by Functioning Dimension

Intellectual-Aesthetic Extracurriculum (IAE). The analysis of variance as reported in Table 12 calculated an F ratio of 84.89 for this dimension of institutional functioning indicating highly significant differences among the mean scores of the six institutions under study. The Scheffe test for multiple comparisons of means identified significant differences between means for eleven of the fifteen possible pairs of institutions. The probabilities for those differences found to be significant are summarized in Table 13.

The SAIT mean score of 5.81 was significantly higher than the mean scores of AVC Edmonton and AVC Calgary. The NAIT mean score of 2.52 was significantly higher than the AVC Edmonton mean score and significantly lower than the mean scores of MRC and GMCC.

TABLE 13

PROBABILITY MATRIX FOR THE SCHEFFE TEST FOR MULTIPLE COMPARISONS OF MEANS: INTELLECTUAL-AESTHETIC EXTRACURRICULUM (IAE)

	SAIT	NAIT	AVC-E	AVC-C	MRC	GMCC
SAIT	--					
NAIT	0.0	--				
AVC-E	0.0	0.06	--			
AVC-C	0.0	--	--	--		
MRC	--	0.0	0.0	0.0	--	
GMCC	--	0.0	0.0	0.0	0.00	--

While the AVC Edmonton mean score of 1.32 and the AVC Calgary mean score of 1.37 did not differ significantly from each other, they both were significantly lower than the MRC score of 6.83 and the GMCC score of 4.87. Finally, the MRC mean score of 6.83 was significantly higher than the GMCC score.

These findings suggested that MRC provided opportunities for intellectual and aesthetic stimulation on campus to a greater extent than did NAIT, AVC-E, AVC-C or GMCC. SAIT provided more extensive opportunities than did NAIT, AVC-E, and AVC-C; and GMCC provided more extensive opportunities than did AVC-E or AVC-C.

The significantly higher mean score for SAIT on this dimension probably can be attributed to the inclusion of respondents from the

Alberta College of Art in the institutional response sample. The public colleges generally could be expected to provide significantly higher intellectual and aesthetic opportunities since their program offerings include courses and programs in the fine and performing arts.

Freedom (F). The analysis of variance as reported in Table 12 calculated an F ratio of 16.20 for this dimension of institutional functioning indicating highly significant differences among the mean scores of the six institutions under study. The Scheffe test identified significant differences between means for seven of the fifteen possible pairs of institutions. The probabilities for those differences found to be significant are summarized in Table 14.

TABLE 14

PROBABILITY MATRIX FOR THE SCHEFFE TEST FOR
MULTIPLE COMPARISONS OF MEANS:
FREEDOM (F)

	SAIT	NAIT	AVC-E	AVC-C	MRC	GMCC
SAIT	--					
NAIT	0.05	--				
AVC-E	--	0.02	--			
AVC-C	--	0.08	--	--		
MRC	0.02	0.00	--	--	--	
GMCC	0.00	0.0	--	--	--	--

The SAIT mean score of 8.66 was significantly lower than the MRC score of 9.72 and the GMCC score of 10.14. The NAIT mean score of 8.10 was significantly lower than the SAIT score of 8.66, the AVC-E score of 9.19, the AVC-C score of 9.17, the MRC score of 9.72 and the GMCC score of 10.14.

These findings suggested that GMCC and MRC provided a significantly greater degree of personal and academic freedom for faculty and staff than did NAIT and SAIT. NAIT provided a lower degree of freedom than did either SAIT, AVC-E or AVC-C.

The significant difference between the public colleges and the technical institutes might be attributed to the civil servant status of faculty in the technical institutes and a concomitant perception of restrictions on freedom to express radical political beliefs. Additionally, the independent or autonomous nature of institutions governed by boards of governors may have influenced positively perceptions of freedom in the public colleges.

Human Diversity (HD). The analysis of variance as reported in Table 12 calculated an F ratio of only 8.51 for the Human Diversity dimension of institutional functioning indicating a few highly significant differences among the mean scores of the institutions under study. The Scheffe test indicated significant differences between means for five of the fifteen possible pairs of institutions. The probabilities for those differences found to be significant are summarized in Table 15.

TABLE 15

PROBABILITY MATRIX FOR THE SCHEFFE TEST FOR MULTIPLE COMPARISONS OF MEANS: HUMAN DIVERSITY (HD)

	SAIT	NAIT	AVC-E	AVC-C	MRC	GMCC
SAIT	**					
NAIT	0.04	**				
AVC-E	**	**	**			
AVC-C	**	**	**	**		
MRC	**	**	**	**	**	
GMCC	0.04	0.00	0.00	0.02	**	**

The GMCC mean score of 9.04 was clearly significantly higher than the mean scores of SAIT, NAIT, AVC-E and AVC-C. The SAIT mean score of 8.23 was significantly higher than the NAIT score of 7.75.

These findings suggested that GMCC attracted a significantly more heterogeneous faculty and student body than did the technical institutes and vocational centres and that SAIT was significantly more heterogeneous than was NAIT.

These differences probably can best be explained by the fact that the public colleges and SAIT have adopted the broadest range of program offerings while the other institutions have adopted a more specialized role and therefore tend to draw faculty and students from particular and probably more homogeneous areas of interest. The data provided no evidence that any of the institutions made conscious efforts to create heterogeneity, although the public colleges did assume the role of meeting diverse community needs. This latter emphasis may account for the fact that the public colleges ranked highest on this dimension of functioning.

Concern for Improvement of Society (IS). The analysis of variance as reported in Table 12 calculated an F ratio of 15.81 for this dimension indicating highly significant differences among the mean scores of the institutions under study. The Scheffe test indicated significant differences for seven of the fifteen possible pairs of institutions: The probabilities for those differences found to be significant are summarized in Table 16.

TABLE 16

PROBABILITY MATRIX FOR THE SCHEFFE TEST FOR

MULTIPLE COMPARISONS OF MEANS:

CONCERN FOR IMPROVEMENT OF SOCIETY (IS)

	SAIT	NAIT	AVC-E	AVC-C	MRC	GMCC
SAIT	--					
NAIT	0.00	--				
AVC-E	--	--	--			
AVC-C	--	--	--	--		
MRC	--	0.06	--	--	--	
GMCC	0.00	0.0	0.00	0.01	0.01	--

The GMCC mean score of 6.97 was significantly higher than the scores for SAIT, NAIT, AVC-C, AVC-E and MRC. Both the SAIT mean score of 4.89 and the MRC mean score of 5.00 were significantly higher than the NAIT score of 3.67.

These findings suggested that GMCC was significantly more concerned with solving social problems and promoting social change than were the vocational centres, NAIT or MRC. The NAIT score indicated an institutional emphasis on this dimension which was significantly lower than that of either SAIT or MRC.

An explanation of these findings may reside in the more "liberal" orientation of the public colleges and the tendency towards a similar orientation in SAIT.

Concern for Undergraduate Learning (UL). The analysis of variance as reported in Table 12 calculated an F ratio of 18.79 for this dimension of institutional functioning indicating highly significant differences among the mean scores of the institutions under study. The Scheffe test for multiple comparisons of means indicated significant differences for six of the fifteen possible pairs of institutions. The probabilities for those differences found to be significant are summarized in Table 17.

The SAIT mean score of 7.51 was significantly lower than the MRC score of 9.07 and the GMCC score of 9.17. Similarly the NAIT score of 7.12 was significantly lower than the scores of AVC-E, AVC-C, MRC and GMCC.

These findings suggested that the public colleges placed significantly greater institutional emphasis upon the quality of

TABLE 17

PROBABILITY MATRIX FOR THE SCHEFFE TEST FOR MULTIPLE COMPARISONS OF MEANS: CONCERN FOR UNDERGRADUATE LEARNING (UL)

	SAIT	NAIT	AVC-E	AVC-C	MRC	GMCC
SAIT	--					
NAIT	--	--				
AVC-E	--	0.01	--			
AVC-C	--	0.07	--	--		
MRC	0.00	0.00	--	--	--	
GMCC	0.00	0.0	--	--	--	--

teaching and learning than did the technical institutes. NAIT placed significantly lower emphasis upon this dimension than did the vocational centres.

The data generated by this study did not provide objective evidence to explain the evident difference between the public colleges and the technical institutes in their relative degree of concern for or priority on instruction per se. However, an explanation may reside in the fact that the technical institutes tend to deal with "hard" scientific technologies in which there clearly is a specific body of knowledge to acquire. The public colleges tend to deal with the social sciences which tend to require greater emphasis upon motivating students, self-study and project types of activities all of which may require conscious consideration of the teaching-learning process and particularly the development of personalized rather than standardized study objectives.

Democratic Governance (DG). The one-way analysis of variance as reported in Table 12 calculated an F ratio of 13.90 for this dimension indicating highly significant differences among the mean scores of the institutions under study. The Scheffe test indicated significant differences for only 5 of the fifteen possible pairs of institutions. The probabilities for those differences found to be significant are summarized in Table 18.

The SAIT mean score of 7.42 was significantly higher than the NAIT score of 5.74; the AVC-C score of 5.33 and the MRC score of 4.50. The MRC score was significantly lower than the AVC-E score of 6.81 and the GMCC score of 6.31.

These findings suggested that SAIT provided for a significantly greater degree of faculty and student involvement in the decision-making process than did NAIT, AVC-C and MRC. AVC Edmonton provided a significantly higher degree of democratic governance than did MRC, and GMCC provided a significantly greater degree of democratic governance than did MRC.

Here again the study did not generate objective data to explain these findings. However, it appears evident that providing for faculty and student representation on governing boards may not appreciate significantly the democratic nature of the institution. It would appear that the degree of democratic governance which an institution may enjoy probably is more closely related to the administrative

TABLE 18

PROBABILITY MATRIX FOR THE SCHEFFE TEST FOR MULTIPLE COMPARISONS OF MEANS: DEMOCRATIC GOVERNANCE (DG)

	SAIT	NAIT	AVC-E	AVC-C	MRC	GMCC
SAIT	--					
NAIT	0.00	--				
AVC-E	--	--	--			
AVC-C	0.01	--	--	--		
MRC	0.00	--	0.01	--	--	
GMCC	--	--	--	--	0.07	--

style of the institution's chief executive officer and his administrative associates than to the form or structure of governance which is employed.

Meeting Local Needs (MLN). The one-way analysis of variance as reported in Table 12 calculated on F ratio of 9.93 for this dimension indicating significant differences among the mean scores of the institutions under study. The Scheffe test indicated significant differences for seven of the fifteen possible pairs of institutions. The probabilities for those differences found to be significant are summarized in Table 19.

The SAIT mean score of 10.99 was significantly higher than: the NAIT score of 10.65, the AVC-E score of 9.98 and the AVC-C score of 9.89.

TABLE 19

PROBABILITY MATRIX FOR THE SCHEFFE TEST FOR MULTIPLE COMPARISONS OF MEANS: MEETING LOCAL NEEDS (MLN)

	SAIT	NAIT	AVC-E	AVC-C	MRC	GMCC
SAIT	--					
NAIT	0.07	--				
AVC-E	0.00	0.03	--			
AVC-C	0.00	0.03	--	--		
MRC	--	--	--	--	--	
GMCC	--	--	0.00	0.00	--	--

The NAIT score and the GMCC score of 10.95 were significantly higher than both of the AVC scores.

These findings suggest that SAIT placed significantly higher emphasis upon meeting the educational and cultural needs of the community and surrounding area than did NAIT, AVC-E or AVC-C. Both NAIT and GMCC placed significantly higher emphasis on this dimension than did the AVC's.

An explanation for these differences probably resides in the fact that SAIT had the most extensive range of programs directed towards upgrading skills of local area residents and that it also provided cultural programs through the Alberta College of Art. NAIT and GMCC both offer extensive programs and services to their communities and to the surrounding region. The vocational centres are more specialized in their program offerings and therefore have fewer services to extend to meet local needs.

Self-Study and Planning (SP). The analysis of variance as reported in Table 12 calculated an F ratio of 2.05 for this dimension indicating no significant differences in the mean scores of the institutions under study. The Scheffe test indicated no significant differences for the fifteen possible pairs of institutions.

Concern for Advancing Knowledge (AK). The analysis of variance as reported in Table 12 calculated an F ratio of 11.49 for this dimension indicating highly significant differences among the mean scores of the institutions under study. The Scheffe test for multiple comparisons of means indicated significant differences for six of the fifteen possible pairs of institutions. The probabilities for those differences found to be significant are summarized in Table 20.

The SAIT mean score of 3.28 was significantly higher than that of the other five institutions comprising the study sample. The NAIT score of 2.53 also was significantly higher than the MRC score of 1.37.

These findings suggest that SAIT tended to emphasize research and scholarship aimed at extending the scope of human knowledge significantly more than did any of the other institutions. Although NAIT scored significantly lower on this dimension than did SAIT, the NAIT score was high enough to indicate a significantly greater emphasis

TABLE 20

PROBABILITY MATRIX FOR THE SCHEFFE TEST FOR MULTIPLE COMPARISONS OF MEANS: CONCERN FOR ADVANCING KNOWLEDGE (AK)

	SAIT	NAIT	AVC-E	AVC-C	MRC	GMCC
SAIT	--					
NAIT	0.00	--				
AVC-E	0.00	--	--			
AVC-C	0.04	--	--	--		
MRC	0.00	0.01	--	--	--	
GMCC	0.04	--	--	--	--	--

than was reflected in the MRC mean score which was the lowest for the study sample.

An explanation for the relatively high SAIT score on this dimension probably is a result of having included the Alberta College Art in the respondent sample. Informal discussions with Alberta College of Art staff and the SAIT administration indicated that a number of faculty considered research and scholarship to be an integral part of their role as faculty within the College of Art.

The relatively high score for NAIT probably is related to the scientific orientation of the institute and to a concomitant interest in scientific research.

Concern for Innovation (CI). The analysis of variance as reported in Table 12 calculated an F ratio of 4.67 for this dimension indicating significant differences in the mean scores of the institutions comprising the study sample. The Scheffe test indicated significant differences for two of the possible fifteen pairs of institutions. The probabilities for those differences found to be significant are reported in Table 21.

The AVC-E mean score of 8.59 was significantly higher than the SAIT score of 7.03 and the NAIT score of 6.94. No other significant differences were noted.

These findings suggested that AVC-E was significantly stronger in its commitment to experimentation with new ideas for educational practice than were the two technical institutes.

TABLE 21

PROBABILITY MATRIX FOR THE SCHEFFE TEST FOR MULTIPLE COMPARISONS OF MEANS: CONCERN FOR INNOVATION (CI)

	SAIT	NAIT	AVC-E	AVC-C	MRC	GMCC
SAIT	--					
NAIT	--	--				
AVC-E	0.01	0.01	--			
AVC-C	--	--	--	--		
MRC	--	--	--	--	--	
GMCC	--	--	--	--	--	--

The differences between the technical institutes and AVC-E probably can be attributed to the scientific technology orientation of the institutes where the general competencies for graduates are known and where the content of programs has tended towards standardization. This is a possible explanation for the apparent conservative position of the technical institutes when compared to AVC-E where the nature of its clients demands more personalized content and hence experimentation with new ideas.

Institutional Esprit (IE). The analyses of variance as reported in Table 12 calculated an F ratio of 20.24 for this dimension indicating highly significant differences in the mean scores of the institutions under study. The Scheffe test indicated significant differences for nine of the possible fifteen pairs of institutions. The probabilities for those differences found to be significant are reported in Table 21.

Both the SAIT mean score of 8.70 and the NAIT mean score of 8.20 were significantly lower than the AVC-E score of 10.39 and significantly higher than the MRC score of 5.68. Furthermore, the MRC mean score was significantly lower than the AVC-C score of 9.49 and the GMCC score of 7.74. The GMCC score was significantly lower than both AVC scores.

These findings suggested that AVC-E enjoyed a significantly higher level of institutional morale and sense of shared purpose than did the other institutions studied with the exception of AVC-C whose score on this dimension was not significantly different from that of

TABLE 21

PROBABILITY MATRIX FOR THE SCHEFFE TEST FOR MULTIPLE COMPARISONS OF MEANS: INSTITUTIONAL ESPRIT*(IE)

	SAIT	NAIT	AVC-E	AVC-C	MRC	GMCC
SAIT	--					
NAIT	--	--				
AVC-E	0.01	0.00	--			
AVC-C	--	--	--	--		
MRC	0.0	0.00	0.0	0,00	--	
GMCC	--	--	0.00	0.08	0.00	--

AVC-E. The MRC score, being significantly lower than the scores of the other institutions studied suggested a significantly greater degree of antagonism between faculty and administrators and generally poorer morale.

These findings are difficult to explain on the basis of objective data since the level of institutional morale as reflected in a sense of shared purpose and feelings of community, loyalty, open communication, and general satisfaction, probably is the result and reflection of administrative style and general institutional climate. However, there is some evidence to show that contract negotiations in the public colleges are closely associated with uncertainty and antagonism between faculty and administrators. Since similar negotiations are not undertaken at the institutional level in the technical institutes and vocational centres, this may in part account for the differences. The differences between the technical institutes and vocational centres probably are attributable to the administrative style and organization employed in each institution.

SUMMARY

This chapter provided an interinstitutional analysis of differences in perceived institutional functioning on each of the eleven dimensions measured by the IFI.

Sixty-five significant differences were noted out of a possible one hundred and sixty-five combinations of institutions. The largest number of differences were noted for the Intellectual-Aesthetic Extracurriculum (IAE) and Institutional Esprit (IE) dimensions of institutional functioning.

In general, the analysis suggested that each institution had unique characteristics; that institutions had not converged in their patterns of development; and that they offered different services, reflected different orders of priority, and provided different institutional climates for their members.

CHAPTER VI

A COMPARISON OF SUBSYSTEMS

This chapter provides an analysis of differences in the functioning of the several subsystems represented by the six institutions comprising the study sample. As was previously indicated, the two technical institutes were selected to represent the technical institute subsystem; the two Alberta Vocational centres were selected to represent the vocational centre subsystem; and the two public colleges were selected to represent the public college subsystem.

At the same time, the institutions also represented two different subsystems when classified according to institutional governing and administrative structures. By this classification, the technical institutes and vocational centres represented the provincially administered subsystem and the public colleges represented the board of governors administered subsystem.

The chapter is organized in two major sections with the first dealing with the three subsystems classified by type of institution and the second dealing with the two subsystems classified by governing-administrative structure.

Each section begins with a brief description of the subsystems under consideration. This is followed by a comparative subsystems profile which provides an overview of the subsystem included by noting the comparative levels of emphasis placed on each of the eleven dimensions of institutional functioning. Each section concludes with an analysis of significant differences in the functioning of the subsystems.

To facilitate description, the following terms were again applied consistently to describe subsystem mean score profiles:

Very high - Mean scores above 10

High - mean scores including 7 and between 7 and 10

Moderately high - mean scores including 6 and between 6 and 7

Moderately low - mean scores between 5 and 6

Low - mean scores below 5

Very low - mean scores below 2

In essence, this chapter describes the functioning of the several subsystems represented by the six institutions comprising the study sample and seeks to answer the following subproblems:

- Did the technical institute, vocational centre, and public college subsystems differ significantly on any of the eleven dimensions of institutional functioning?

- Did provincially-administered institutions, i.e. technical institutes and vocational centres, differ significantly from institutions under boards of governors, i.e. public colleges, on any of the eleven dimensions of institutional functioning?

SUBSYSTEMS CLASSIFIED BY TYPE OF INSTITUTION

Description of Subsystems

Institutions in the non-university system tend to fall into one of three subsystems - the technical institute subsystem, the Alberta Vocational Centre subsystem or the college subsystem. At the time when each institution was established, it was assigned specific functions and roles to fulfill. These functions and roles lie within broad parameters set for the particular subsystem to which the institution belongs.

The Technical Institute Subsystem

The two technical institutes which comprise this subsystem were created to fulfill the technical manpower needs of an industrial economy. Because the major functions of these institutions is to prepare individuals to fulfill the developing manpower needs of the economy, the two institutions maintain flexibility and a capacity to respond to occupational requirements in technical fields and tend to operate on a manpower demand basis.

Both the Northern Alberta Institute of Technology and the Southern Alberta Institute of Technology have the exclusive responsibility in the province for specialized technology programs beyond the first year. Their major role is firmly established in that career, vocational and technical training at the sub-baccalaureate level in engineering technologies, health services technologies and apprenticeship trades are virtually the exclusive domain of NAIT and SAIT. In order to fully meet the needs of individual students, these institutions incorporate liberal education and more general interest components in their program offerings.

The Alberta Vocational Centre Subsystem

The Alberta Vocational Centres were created to fulfill the academic and vocational needs of educationally, socially, culturally, and physically handicapped adults. Institutions in this subsystem are currently located in Calgary, Edmonton, Fort McMurray, Grouard and Lac La Biche.

Although the general mission for all the Alberta Vocational Centres is similar, the particular focus on each institution tends to be somewhat different depending upon the particular needs of individuals in the community which it serves. Hence the two urban AVC's offer similar programs primarily in academic up-grading and pre-employment vocational training. In addition, they offer further education short courses to meet specific needs and problems faced by disadvantaged groups in an urban environment. The rural AVC's in Fort McMurray, Lac La Biche, and Grouard also play an important role in the provision of academic up-grading and pre-employment training; however, there is an additional emphasis on serving the particular needs of Native adults in the area.

Generally, the AVC's attempt to maintain flexibility and responsiveness in meeting the needs of disadvantaged individuals. These institutions embody a humanistic approach with considerable emphasis placed on the counselling component of all programming.

The College Subsystem

Institutions in the college subsystem fall into two categories: the provincially-administered colleges and the public colleges administered by Boards of Governors. The provincially-administered colleges include three agricultural and vocational colleges located at Vermilion, Fairview and Olds which were created to fulfill the manpower and cultural needs of an agricultural economy, but which also are currently designed to meet manpower needs and to provide people in the area with access to a variety of educational programs.

The public colleges were created to fulfill the social need for greater access to higher education and to respond to community educational needs through the provision of a comprehensive variety of educational programs. Public colleges are located in six major centres across the province: Grande Prairie Regional College in Grande Prairie, Grant MacEwan Community College in Edmonton, Lethbridge Community College in Lethbridge, Medicine Hat College in Medicine Hat, Mount Royal College in Calgary and Red Deer College in Red Deer.

The entire subsystem offers programs which are directed towards meeting individual and community needs. Hence the colleges play an important role in preparing people for a career through the provision of a comprehensive range of career and vocational programs, general education programs, upgrading programs and university transfer programs. In order to fulfill this function and meet the needs of people with diverse backgrounds, interests and aptitudes, the colleges attempt to implement a humanistic approach through encouraging the development of student self-awareness, openness and creativity.

In terms of their emphasis on meeting local needs, the colleges have a responsibility to provide educational opportunities for local students who, for a variety of reasons, cannot avail themselves of opportunities typically provided by other subsystems. Consequently, the colleges in many cases offer programs in areas which overlap considerably with the roles of other subsystems, specifically, university level transfer programs, technological preparation programs and academic upgrading programs.

A third major function of the colleges subsystem lies in the provision of community services. This function is twofold: the colleges offer a range of further education and general interest programs; and they provide leadership and consultative services toward the solution of specific community problems.

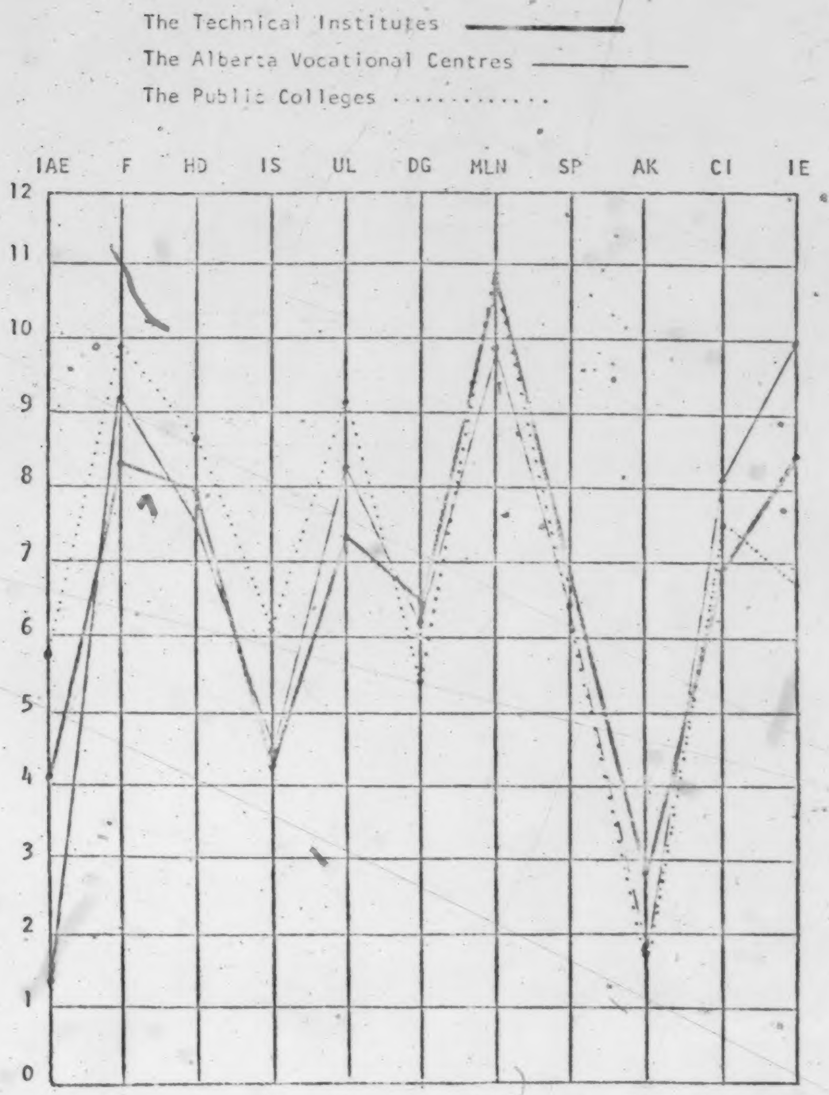
Since the time when this study was initiated, two changes have occurred in the above subsystems. The Alberta Vocational Centre at Fort McMurray was redesignated as a college and renamed Keyano College. The agricultural and vocational college at Vermilion was incorporated as a campus of the new multicampus, Lakeland College. Both colleges are provincially administered.

Comparative Subsystems Profile

An examination of the mean score profile for subsystems classified by types of institutions, which is presented as Figure 14, indicated a remarkably similar configuration for each of the three subsystems under consideration. Although the mean scores between the

FIGURE 14

MEAN SCORE PROFILES FOR EACH SUBSYSTEM CLASSIFIED BY TYPE OF INSTITUTION



SAMPLE	IAE	F	HD	IS	UL	DG	MLN	SP	AK	CI	IE
MEAN	4.00	8.70	8.04	4.55	7.70	6.32	10.71	6.74	2.60	7.23	8.34
STANDARD DEVIATION	3.14	2.22	1.87	3.02	2.30	3.47	1.36	3.12	2.28	2.90	3.06

subsystems differed significantly in some cases, it was considered useful to first of all examine the similarities between subsystems noting as a preface that the comments on similarities between subsystems were based only upon a visual examination of the profiles and were not derived from the application of any statistical test.

The three subsystems generally placed relatively low emphasis upon providing faculty and students opportunities for intellectual and aesthetic stimulation outside of the normal classroom setting. The Intellectual-Aesthetic Extracurriculum (IAE) dimension of institutional functioning was perceived by respondents in the college subsystem and by those in the technical institute subsystem to be moderately low in their institutions and by those in the vocational centre subsystem to be very low in their centres.

Subsystem functioning scores on the Freedom (F) dimension all fell within the high range indicating that the three subsystems placed relatively high emphasis upon providing faculty and students academic freedom and freedom from restrictions which might affect their personal lives.

Similarly, all three subsystems scored in the high range on the Human Diversity (HD) dimension which suggested that the subsystems tended to attract a relatively heterogeneous faculty and student body in terms of their backgrounds and attitudes.

Subsystem scores on the Concern for Improvement of Society (IS) dimension ranged from moderately high for the college subsystem to low for both the technical institute and vocational centre subsystems. This suggested that respondents perceived only a limited desire among institutional members to apply their knowledge and skills in solving social problems and promoting social change.

Concern for Undergraduate Learning (UL) was scored in the high range by respondents in each of the three subsystems. This suggested that all subsystems tended to place a high degree of emphasis upon undergraduate teaching and learning.

Subsystem scores on the Democratic Governance (DG) dimension ranged from moderately high in the technical institute and vocational centre subsystems to moderately low in the college subsystem. This suggested that the three subsystems tended to place only moderate emphasis upon providing those individuals affected by decisions the opportunity to participate in the decision-making process.

All three subsystems placed high emphasis upon providing educational and, to a lesser extent, cultural opportunities for adults in the community and surrounding area. The technical institute and college subsystems scored very high on the Meeting Local Needs (MLN) dimension, and the vocational centre subsystem scored in the high range.

Self-Study and Planning (SP) received moderately high emphasis in all three subsystems indicating that moderate importance was attached to continuous institutional long range planning and to planning-related institutional research.

Emphasis upon research and scholarship aimed at extending the scope of human knowledge tended to be low in all three subsystems. Subsystem scores on the Concern for Advancing Knowledge (AK) dimension ranged from very low in the vocational centre and college subsystems to low in the technical institute subsystem.

Concern for Innovation (CI) was reflected in high scores for the vocational centre and college subystem and in a moderately high score for the technical institute subsystem. This suggested a reasonably high commitment in all three subsystems to experimentation with new ideas for educational practice.

The level of morale and sense of shared purpose among faculty and administrators as reflected in scores on the Institutional Esprit (IE) dimension of functioning, was in the high range for the vocational centre and technical institute subsystems and in the moderately high range for the college subsystem.

Table 23 provides a rank ordering of mean scores for each dimension of functioning for each of the three subsystems.

Since the study was not designed to judge one institution or subsystem better than another, the rank ordering approach to comparative analysis was used here only for the purpose of better describing the functioning of each subsystem. It was not intended as an evaluation of the subsystems in question. Since each subsystem has been assigned a specific role to fulfill, any "evaluation" of its functioning should be related to its purpose and goals rather than to its rank in relation to other subsystems.

The rank ordering suggests that, in comparison with the other subsystems, the technical institute subsystem placed greater emphasis upon the Democratic Governance (DG), Self-Study and Planning (SP), and Advancing Knowledge (AK) dimensions and least emphasis upon the Freedom

TABLE 23

RANK ORDERING OF SUBSYSTEMS CLASSIFIED BY TYPE OF INSTITUTION BY INSTITUTIONAL FUNCTIONING DIMENSIONS

	RANK ORDERING OF MEAN SCORES										
	IAE	F	HD	IS	UL	DG	MLN	SP	AK	CI	IE
Technical Institute Subsystem	2	3	2	3	3	1	2	1	1	3	2
Vocational Centre Subsystem	3	2	3	2	2	2	3	2	2	1	1
College Subsystem	1	1	1	1	1	3	1	3	3	2	3

(F), Concern for Improvement of Society (IS), Concern for Undergraduate Learning (UL) and Concern for Innovation (CI) dimensions.

In comparison with the other subsystems, the vocational centre subsystem placed greatest emphasis upon the Concern for Innovation (CI) and Institutional Esprit (IE) dimensions and least emphasis upon the Intellectual-Aesthetic Extracurriculum (IAE), Human Diversity (HD), and Meeting Local Needs (MLN), dimensions.

Similarly, in comparison with the other subsystems, the college subsystem placed greatest emphasis upon the Intellectual-Aesthetic Extracurriculum (IAE), Freedom (F), Human Diversity (HD), Concern for Improvement of Society (IS), Concern for Undergraduate Learning (UL), and Meeting Local Needs (MLN) dimensions and least emphasis upon Democratic Governance (DG), Self-Study and Planning (SP), Concern for Advancing Knowledge (AK) and Institutional Esprit (IE) dimensions of institutional functioning.

However, while the functioning of the three subsystems could be viewed as being similar from a visual examination of subsystem profiles, a large number of significant differences were indicated by application of the Scheffe test for multiple comparisons of means. These differences are discussed in the section which follows.

Analysis of Differences

Reference to Table 24 indicated highly significant differences among the three subsystems on all dimensions except Self-Study and Planning (SP) on which dimension no significant differences were noted.

TABLE 24

SUMMARY OF ANALYSIS OF VARIANCE BETWEEN MEANS FOR THREE SUBSYSTEMS CLASSIFIED BY TYPE OF INSTITUTION

Scales	The Technical Institutes n = 684		The Alberta Vocational Centres n = 103		The Public Colleges n = 144		Scheffe F. Ratio	Probability
	$\overline{X}$	S.D.	$\overline{X}$	S.D.	$\overline{X}$	S.D.		
IAE	4.03	3.11	1.34	1.52	5.85	2.78	67.39	0.00
F	8.36	2.18	9.18	2.10	9.93	2.00	33.86	0.00
HD	7.98	1.68	7.60	1.40	8.68	1.95	11.94	0.00
IS	4.24	2.89	4.40	2.59	6.04	3.45	19.10	0.00
UL	7.30	2.23	8.27	1.91	9.12	2.27	44.09	0.00
DG	6.54	3.30	6.18	3.75	5.43	3.92	6.11	0.00
MLN	10.80	1.34	9.94	1.37	10.81	1.34	18.71	0.00
SP	6.84	3.08	6.48	3.02	6.46	3.33	1.15	0.32
AK	2.88	2.37	1.94	1.74	1.80	1.92	17.26	0.00
CI	6.98	2.93	8.09	2.64	7.45	2.78	9.29	0.00
IE	8.43	2.88	10.00	2.39	6.74	3.57	37.27	0.00

Significant at $<.01$

TABLE 25

SUMMARY OF PROBABILITIES FOR SIGNIFICANT DIFFERENCES BETWEEN MEANS FOR THREE SUBSYSTEMS CLASSIFIED BY TYPE OF INSTITUTION

Scales	Technical Institutes c/w Vocational Centres	Public Colleges c/w Technical Institutes	Vocational Centres c/w Public Colleges
IAE	0.0	0.0	0.0
F	0.0016	0.0	0.0262
HD	0.1529	0.0002	0.0000
IS	0.8893	0.0	0.0003
UL	0.0002	0.0	0.0122
DG	0.6223	0.0026	0.2448
MLN	0.0	0.9945	0.0000
SP	0.5849	0.4555	0.9990
AK	0.0007	0.0000	0.8978
CI	0.0016	0.0159	0.6695
IE	0.0000	0.0	0.0

Significant at < .10 using
Scheffe test for multiple
comparisons of means

Table 25 provides a summary of probabilities for significant differences and indicates the particular subsystems between which the difference occurred.

The section which follows provides a scale by scale analysis of significant differences between subsystems.

Intellectual-Aesthetic Extracurriculum (IAE). Significant differences were noted between all three subsystems on the IAE dimension. The difference between technical institutes and vocational centres probably can be accounted for by the fact that the Alberta College of Art was included as a department of the Southern Alberta Institute of Technology. This probably accounted for the comparatively high score on this dimension for the technical institute subsystem. The difference between the public college subsystem and both the technical institute and vocational centre subsystems probably can be accounted for by the fact that Mount Royal College placed relatively high emphasis upon providing faculty and students opportunities for the expression of intellectual and artistic interests.

In terms of the roles assigned to each subsystem, the relatively high mean score for the college subsystem on the IAE dimension reflected its liberal and general education emphasis. The relatively lower scores for the other two subsystems reflected their manpower demand and technology or applied science emphasis. The anomolous inclusion of the Alberta College of Art in the technical institute subsystem probably accounted for the major portion of the difference between the technical institute and vocational centre subsystems.

Freedom (F). Significant differences were noted between all three subsystems on the Freedom (F) dimension of functioning with the greatest difference occurring between the public college and the technical institute subsystems. These differences indicated that the public colleges tended to be more permissive in terms of allowing faculty and students considerable latitude in selecting topics for discussion, in inviting controversial speakers, and in engaging in political activities. The technical institutes tended to be the most conservative in the degree of latitude permitted to faculty and students in these matters. A possible explanation for the perceived lack of freedom to express radical political beliefs in the technical institutes and vocational centres probably is related to the civil servant status of faculty and administrators.

Human Diversity (HD). Significant differences were noted only between the public college subsystem and the technical institute and vocational centre subsystems on this dimension of functioning. No significant difference was noted between the technical institute and vocational centre subsystems. The mean score for the college subsystem was generally higher than that of the vocational centre subsystem and substantially higher than that of the technical institute subsystem. The higher elevation of the public college score probably can be attributed to the open-door philosophical orientation of the public colleges where less emphasis is placed upon the initial academic qualifications of entering students and to their generalized role which encompases a wide variety of program areas.

The more specialized nature of the technical institutes coupled with quota restrictions in certain program areas probably contributed to their attracting a relatively more homogeneous faculty and student body. Similarly, the specialized nature of the vocational centres in which they are expected to meet the needs of the educationally, culturally and socioeconomically disadvantaged student probably was a significant factor in their attracting a more homogeneous faculty and client membership. It may be useful at this point to note that over 95.0% of the students enrolled in the vocational centres are provided provincial or federal training and subsistence allowances while perhaps fewer than 20.0% of the students in the other two subsystems are provided this type of public support.

Concern for Improvement of Society (IS). Significant differences on this dimension of functioning were noted only between the public college subsystem and the technical institute and vocational centre subsystems. No significant difference was noted between the technical institute subsystem and the vocational centre subsystem. The mean score for the college subsystem was moderately high indicating a moderate emphasis on activities directly related to improvement of society. The other two subsystems scored in the low range on this dimension indicating a somewhat conservative attitude towards social change. An explanation of the difference between the subsystems may reside in the general orientation of the technical institutes towards providing educational services which enable students to secure employment and generally fit into the existing social order. Similarly the vocational centres concentrate upon academic upgrading and pre-employment training which tends to increase the individual's ability to integrate into society. The public colleges tend to offer both the career-employment type of training and the more general education component addressed at studies of social problems and at arousing the intellectual curiousity of the individual.

Concern for Undergraduate Learning (UL). Significant differences were noted between each of the three subsystems on this dimension of functioning. While all three mean scores were in the high range, the public colleges scored higher than the vocational centres and substantially higher than did the technical institutes. While the high mean scores suggest that all three subsystems are generally disposed to personalized teaching, encouragement of student involvement in the learning process, and institutional rewards for good teaching, the differences in mean scores indicate that the colleges were perceived by their members as placing higher priority on the teaching-learning process.

Democratic Governance (DG). A significant difference was noted only between the public college subsystem and the technical institute subsystem. Differences between the technical institutes and vocational centres and between the public colleges and vocational centres were not significant. This finding suggests that the technical institutes placed significantly higher emphasis upon providing for faculty and student involvement in the decision-making process and that they employed more decentralized organizational structures. It is interesting to note that although the technical institutes do not operate under legislation which ensures faculty and student involvement in the governance process, their members perceive the institutions to provide a moderately high degree of democratic governance. Conversely, the public colleges operating under legislation which ensures faculty and student representation on the governing boards are perceived by their members as providing only a moderately low degree of opportunity for involvement in institutional governance.

Meeting Local Needs (MLN). Significant differences were noted between the technical institute subsystem and the vocational centre subsystem and between the vocational centre subsystem and the college subsystem. No significant difference was noted between the public college and technical institute subsystems. With the exception of the vocational centre subsystem, the MLN dimension received the highest score in all institutions. The significantly lower score of the vocational centres can be attributed to their specialized nature and their mandate to meet the needs of the disadvantaged client. As a result, the vocational centres place less emphasis upon meeting the broad needs of the total community and are involved to a much lesser degree in further education and community service activities than are either the technical institutes or the public colleges.

Self-Study and Planning (SP). No significant differences were noted between the three subsystems on this dimension of functioning. All three placed moderately high emphasis upon long-range institutional planning and upon planning-related institutional research.

Concern for Advancing Knowledge (AK). This dimension of functioning clearly received little emphasis in each of the three subsystems. However, significant differences were noted between the technical institutes and vocational centres and between the public colleges and technical institutes on the AK dimension. The technical institute mean score was significantly higher than those of both the vocational centres and public colleges. This finding is consistent with the physical science technological emphasis of the technical institutes and with the research emphasis of the Alberta College of Art which operates as a department of SAIT.

Concern for Innovation (CI). Significant differences were noted between the technical institute subsystem and the other two subsystems. Differences between the public colleges and the vocational centres were not significant. The technical institutes were significantly less receptive to new ideas and less willing to experiment or encourage innovation. Since the technical institutes tend to offer programs in the scientific technologies where the knowledge, skills and general competencies of graduates have been reasonably well articulated, it can reasonably be expected that the institutes would tend to be more traditional and conservative than either the vocational centres or the colleges.

Institutional Esprit (IE). Significant differences were noted between all three subsystems on this dimension of institutional functioning. Clearly the vocational centres scored the highest on morale and commitment among faculty while the public colleges scored lowest. However, scores for all three subsystems were in the high range indicating a general feeling of community, loyalty to the institution, open and honest communication, and respect for the competency of administrators.

SUBSYSTEMS CLASSIFIED BY TYPE OF GOVERNING ADMINISTRATIVE STRUCTURE

Description of Subsystems

The technical institutes and vocational centres included in this study do not operate under specific legislation but rather form a part of what is termed the "provincially administered subsystem."

Institutions in this subsystem are directly administered by the Department of Advanced Education and Manpower and their administrators, faculty and support staff all are employees of government. No legislated provision is made for a faculty council or for student participation in institutional governance. Similarly no legislated provision is made for lay or community involvement in the governance of institutions.

The public colleges included in this study operate under specific legislation - The Colleges Act 1969. They form a part of what is termed the "board of governors administered subsystem."

Institutions in this subsystem are governed and administered by appointed governing boards. The Colleges Act provides for representation from administration, faculty and students on the governing boards as well as for representation from the lay community. The Act also makes provision for the establishment of a faculty organization and a student organization. Administrators, faculty and support staff of the institutions all are employees of the governing board and are not classified as civil servants.

The most significant distinction between the two subsystems resides in the fact that the Department of Advanced Education fulfills both a coordinating and governing function relative to the provincially-administered subsystem and only a coordinating function relative to the board of governors administered subsystems.

Although the legislative basis for involvement of the lay community, faculty and students in matters of governance differs for the two subsystems, both provide quite similar avenues for involvement with the exception that in the provincially administered subsystem, the lay community is not involved in institutional governance through representation on governing boards.

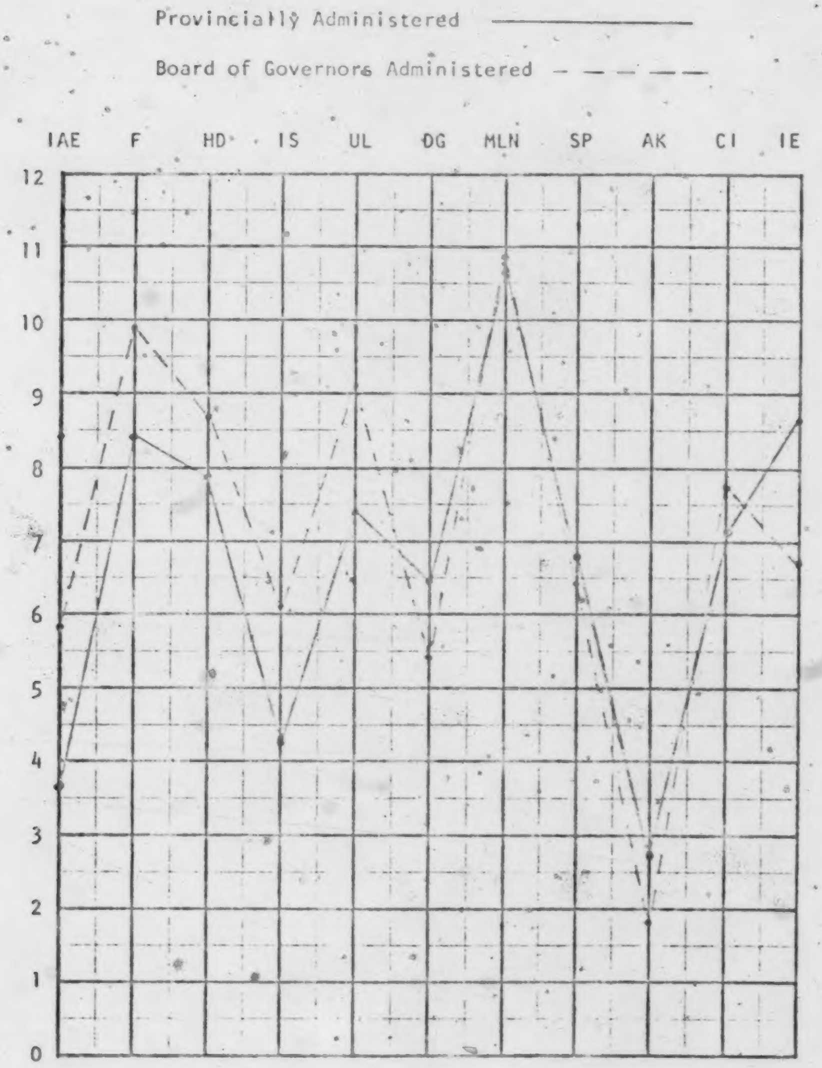
Comparative Subsystems Profile

An examination of the mean score profile for subsystems classified by types of governing administrative structures, which is presented in Figure 15, again indicated a remarkably similar configuration for both the subsystems under consideration. Since the similarities between subsystems were discussed in the first part of this chapter, this section deals only with those differences which were noted as being significant.

Reference to Table 26 indicated that the provincially-administered institutions scored significantly higher than did public colleges on the Democratic Governance (DG) and Institutional Esprit

FIGURE 15

MEAN SCORE PROFILES FOR EACH SUBSYSTEM CLASSIFIED BY GOVERNING-ADMINISTRATIVE STRUCTURE



SAMPLE	IAE	F	HS	IS	UL	DG	MLN	SP	AK	CI	IE
MEAN	4.00	8.70	8.04	4.55	7.20	6.32	10.71	6.74	2.60	7.23	8.39
STANDARD DEVIATION	3.14	2.22	1.87	3.02	2.30	3.47	1.36	3.12	2.28	2.90	3.06

TABLE 26

SUMMARY OF ANALYSIS OF VARIANCE BETWEEN MEANS FOR EACH CATEGORY OF INSTITUTION CLASSIFIED BY GOVERNING-ADMINISTRATIVE STRUCTURE

Scale	Provincially Administered $\overline{X}$	Board of Governors Administered $\overline{X}$	Scheffe F Ratio	Probability
IAE	3.62	5.85	59.27	0.0
F	8.47	9.93	54.03	0.0
HD	7.92	8.68	20.03	0.0
IS	4.26	6.04	38.00	0.0
UL	7.43	9.12	69.62	0.0
DG	6.49	5.43	11.27	0.0
MLN	10.68	10.81	1.04	0.31
SP	6.79	6.46	1.22	0.27
AK	2.75	1.80	19.44	0.0
CI	7.13	7.75	5.49	0.02
IE	8.64	6.74	48.62	0.0

Significant at $<$ .05

(IE) dimensions. On all other dimensions the public colleges scored significantly higher.

Two exceptions were noted. The differences in mean scores between the two subsystems on the Meeting Local Needs (MLN) and Self-Study and Planning (SP) dimensions were not significant.

These findings suggest that the public colleges placed significantly higher emphasis on all dimensions of institutional functioning except those related to goverance and possibly as a consequence showed a significantly lower level of morale and commitment to institutional purpose.

The findings further suggest that the two subsystems were indeed different and that they made different contributions to the total post-secondary non-university system.

SUMMARY.

This chapter provided a general description of the functioning of the subsystems within which the institutions comprising the study sample were included. Its major purpose was to identify and explain those dimensions of institutional functioning on which the various subsystems differed significantly.

The large number of significant differences between the three subsystems classified by type of institution indicated in a general way that each subsystem had identifiable distinguishing and perhaps unique characteristics.

The technical institute subsystem clearly offered the greatest degree of Democratic Governance (DG), Self-Study and Planning (SP), and

Concern for Advancing Knowledge (AK). The vocational centre subsystem was most Concerned with Innovation (CI) and enjoyed the highest level of Institutional Esprit (IE). The public college subsystem offered the greatest degree of Intellectual-Aesthetic Extracurricular (IAE) opportunities, Freedom (F), Human Diversity (HD), and showed greatest Concern for Improvement of Society (IS), Concern for Undergraduate Learning (UL) and emphasis upon Meeting Local Needs (MLN).

The similarly large number of significant differences between the two subsystems classified by governing administrative structure indicated again that each subsystem had certain unique characteristics. Whether or not the differences between the subsystems could be attributed to the type of governing administrative structure employed could not be ascertained from this study.

However this analysis clearly indicated a significantly higher elevation for the board of governors administered subsystem on all dimensions except the Meeting Local Needs (MLN) and Self-Study and Planning (SP) dimensions, on which no significant differences were noted, and the Democratic Governance (DG), Concern for Advancing Knowledge (AK) and Institutional Esprit (IE) dimensions.

CHAPTER VII

SUMMARY, CONCLUSIONS AND IMPLICATIONS

This chapter is organized in three sections. The first section provides a summary of the purpose of the study and the conceptual orientation and methodological approach used in designing the study and in analysing the data. The results of the data analysis are presented in summary form.

The second section presents the conclusions and generalizations suggested by the data analysis. The conclusions are presented in summary form and are limited to those which apply to the study sample treated as a system.

The third section concludes the chapter with a brief discussion of the implications of the findings for the Alberta system of advanced education.

SUMMARY

Purpose of the Study

The study was designed to describe and compare the functioning of six post-secondary non-university institutions on eleven dimensions of institutional functioning as these were perceived by faculty and administrators in each institution. Its purpose was to ascertain whether or not the institutions and subsystems comprising the study sample differed significantly from each other in their functioning. The data were analysed to identify the distinguishing functioning characteristics of each institution, to identify intrainstitutional differences in perceptions of institutional functioning and to identify interinstitutional and intersubsystem differences in functioning characteristics. The following specific subproblems were addressed:

1. To what degree did each institution emphasize each of the eleven dimensions of institutional functioning?

2. To what extent was the perceived functioning of each institution congruent with its assumed or stated purposes?

3. Did faculty and administrators in each institution differ significantly in their perceptions of institutional functioning?

4. Did the six institutions comprising the study sample differ significantly from each other on any of the eleven dimensions of institutional functioning?

5. Did the technical institute, vocational centre and public college subsystems differ significantly on any of the eleven dimensions of institutional functioning?

6. Did provincially-administered institutions, i.e. technical institutes and vocational centres, differ significantly from institutions under boards of governors, i.e. public colleges on any of the eleven dimensions of institutional functioning?

Conceptual Orientation

The systems perspective was described in considerable detail noting the distinctions between open and closed systems and the utility of the open systems perspective in studies concerned with organizational functioning at the institutional, as opposed to the technical or managerial level. The systems perspective was employed as the conceptual basis for the selection of institutions comprising the study sample, for the use of a perceptual approach to institutional description and assessment, and for the selection and validation of the dimensions of institutional functioning upon which descriptions and analyses were based.

These dimensions of institutional functioning were shown to be related to variables associated with assessments of organizational health and effectiveness as well as to the following current issues in higher education:

1. the need to provide improved access to entry to higher education;
2. the need to ensure that institutions are responsive to individual, economic, and social needs; and
3. the need to ensure that centralized control and direction of higher education does not preclude institutional flexibility and responsiveness.

A review of related literature identified several theoretical and methodological approaches to the study and analysis of organizational functioning characteristics. However, only a limited body of literature was found which reported specific findings and conclusions of studies which employed the Institutional Functioning Inventory in analyses of organizational functioning. The relative newness of the IFI instrument, coupled with the fact that the instrument had been used primarily for institutional self-study probably accounted for the dearth of published materials.

Methodology

The study sample included six post-secondary non-university institutions located in the cities of Calgary and Edmonton. All full-time faculty and administrators in each institution comprised the two major constituent groups whose perceptions of institutional functioning were solicited. The response rate for the total sample was sixty-five percent.

The major data collection instrument used in the study was the Institutional Functioning Inventory. This instrument was modified and adapted to the Alberta context to increase its relevance to the institutions selected for study.

The data were analysed by calculating mean score profiles for each constituent group, for each institution, and for each subsystem. Differences between means between constituent groups within institutions, and between institutions and subsystems were analysed using a one-way analysis of variance with Scheffe's test for multiple comparisons of means.

Institutional Analyses

Institutional data were analysed, with reference to the scale items which comprised each dimension score, to provide descriptions of the functioning characteristics of each institution. Institutional functioning profiles were compared with institutional purposes and roles to assess congruency of functioning with stated purposes. The mean scores of faculty and administrators in each institution were compared to identify those dimensions on which they differed in their perceptions of institutional functioning.

In general, institutions were perceived by their members as: placing very high emphasis upon Meeting Local Needs (MLN); showing considerable Concern for Undergraduate Learning (UL); providing academic and personal Freedom (F) to faculty and students; and having high levels of Institutional Esprit (IE): Concern for Advancing Knowledge (AK), Concern for Improvement of Society (IS), and the provision of opportunities for Intellectual-Aesthetic Extracurriculum (IAE) activities were perceived generally as being of low priority.

None of the institutions studied was perceived as making deliberate attempts to attract a heterogeneous faculty or student body, although all institutional mean scores on the Human Diversity (HD) dimension were relatively high.

Relatively high variations were noted in respondent perceptions of institutional functioning on the Democratic Governance (DG), Self-Study and Planning (SP) and Concern for Innovation (CI) dimensions of institutional functioning. These variations indicated general lack of agreement among respondents and suggested a general need for improved intrainstitutional communication, for clarification of institutional planning and self-study activities, and for developing institutional policies or positions concerning innovative practices.

The current functioning of each of the six institutions was judged to be generally consistent with its stated purpose and role. With few exceptions, respondents perceived their institution to have been reasonably successful in achieving its purpose, and institutional members to be committed to the purpose and role of the institution.

An analysis of differences between faculty and administrators in their perceptions of institutional functioning identified a total of ten significant differences in five of the six institutions comprising the study sample. In one institution, no significant differences were found. Most of the differences identified were related to the Democratic Governance (DG) and Concern for Innovation (CI) dimensions, but differences also were noted in single institutions on the Concern for Undergraduate Learning (UL), Freedom (F) and Institutional Esprit (IE) dimensions.

With few exceptions, the differences noted could be attributed to the fact that administrators viewed institutional functioning more favourably than did faculty. This was evident in the large number of scale item responses on which the majority of faculty and administrators agreed concerning the direction of response and where the administrator respondents showed a greater degree of unanimity. In the exceptional cases, the difference noted could be attributed to divergent perceptions between the two groups.

Interinstitutional Analysis

The mean scores of institutions on each of the eleven dimensions of institutional functioning measured by the Institutional Functioning Inventory were compared to identify differences between pairs of institutions. A one-way analysis of variance using the Scheffe test for multiple comparisons of means was used to identify whether or not there were significant differences and to identify the pairs of institutions between which significant differences existed.

Sixty-five significant differences were noted out of a possible one hundred and sixty-five combinations of institutions. The largest number of differences was noted for the Intellectual-Aesthetic Extracurriculum (IAE) and Institutional Esprit (IE) dimensions. No significant differences were noted for the Self-Study and Planning (SP) dimension.

The interinstitutional analysis indicated that, although institutional profiles displayed generally similar configurations, statistically significant differences existed among the six institutions in terms of their functioning as perceived by their members. The analysis suggested that the institutions had not converged in their patterns of development and that they offered different services, reflected different orders of priority, and provided different institutional environments for their members.

Subsystem Analysis

Mean scores were calculated for the technical institute, vocational centre and public college subsystems. These scores were analysed to provide a subsystems profile. This profile showed a remarkably similar configuration for each of the three subsystems in that scores on the Freedom (F), Human Diversity (HD), Concern for Undergraduate Learning (UL), Meeting Local Needs (MLN), and Concern for Innovation (CI) dimensions were characterized by being relatively high. Mean scores on the Concern for Improvement of Society (IS), Democratic Governance (DG), and Concern for Advancing Knowledge (AK) dimensions were characterized by their lower elevation. Mean scores on the Intellectual-Aesthetic Extracurriculum (IAE), Institutional Exprit (IE) and, to a lesser extent, the Democratic Governance (DG) dimension were characterized by the differences in elevation among the three subsystems.

The analysis of variance and Scheffe test for multiple comparisons of means identified a large number of significant differences between the three subsystems.

The technical institute subsystem offered the greatest degree of Democratic Governance (DG), Self-Study and Planning (SP), and Concern for Advancing Knowledge (AK). The vocational centre subsystem was most Concerned with Innovation (CI) and showed the highest level of Institutional Esprit (IE). The public college subsystem offered the greatest degree of Intellectual-Aesthetic Extracurriculum (IAE) opportunities, Freedom (F), Human Diversity (HD); showed the greatest Concern for Improvement of Society (IS), Concern for Undergraduate Learning (UL); and placed the greatest emphasis upon Meeting Local Needs (MLN).

Mean scores also were calculated for the provincially-administered and for the board of governors administered subsystems. A similarly large number of significant differences was noted between the two subsystems. The board of governors administered subsystem showed significantly higher scores on all dimensions except Democratic Governance (DG), Concern for Advancing Knowledge (AK), and Institutional Esprit (IE). No significant differences were noted between the two subsystems on the Meeting Local Needs (MLN) and on the Self-Study and Planning (SP) dimensions of institutional functioning.

CONCLUSIONS

As was previously indicated, the purpose of this study was to describe and compare the functioning characteristics of the institutions and subsystems included in the study through seeking answers to specific subproblems. Answers to these subproblems and conclusions reached on the basis of the data analysis were incorporated in the findings reported in Chapters IV, V and VI. The conclusions presented in this section are in summary form and are limited to those which apply to the study sample as a system. They should be interpreted as being complementary to the findings reported in the above chapters.

Conclusions

1. *Institutional functioning characteristics were found to be highly congruent with stated institutional purposes and roles.*

When institutional functioning profiles were examined with reference to institutional purpose and role statements, which had been submitted to the Department of Advanced Education and Manpower prior to and independently of this study, they were found to reflect the same areas of priority and emphasis as were identified in the purpose and role statements. This finding suggested that institutions had developed and adopted realistic rather than idealistic role statements which reflected their actual functioning characteristics.

2. *Institutions placed low priority on encouraging intellectual and aesthetic extracurricular activities.*

Institutions were perceived by their members as being concerned primarily with preparing their clients for employment and making little deliberate effort to encourage intellectual and artistic interests through student literary productions, art exhibits, dramatic and musical presentations, and other similar extracurricular activities.

3. *Institutions placed few restrictions on faculty and students in matters affecting their academic or personal lives.*

Faculty and students generally were perceived as free to express radical political beliefs and to engage in political activities. Institutions generally accepted members having eccentric convictions and unpopular beliefs and did not perceive their external environments as requiring restrictions to be placed on their members.

4. *Institutions attracted relatively heterogeneous faculties and student bodies regardless of whether or not they served a specific target population.*

Institutions were perceived as making no deliberate efforts to structure their faculties or student bodies to reflect either diverse or similar attitudes and beliefs. This finding suggested that institutions were highly task oriented and concerned with providing their clients with training for occupations and careers regardless of their backgrounds or beliefs.

5. *Institutions placed low priority on applying their knowledge and skills in solving social problems in their external environment.*

Institutions were perceived by their members as concentrating upon providing educational services which would enable their students to secure employment and to fit into the existing social order. This finding suggested that institutions responded to their external environment by adapting their internal functioning to conform with their external environment.

6. *Institutions placed high emphasis upon ensuring high quality instruction.*

Institutions were perceived as being disposed to personalized teaching, encouragement of student involvement in the learning process and to rewarding good teaching. Although the teaching-learning process was not accorded the highest priority in terms of institutional mean scores on the Concern for Undergraduate Learning (UL) dimension, clearly all institutions were highly conscious of the importance of their teaching function.

7. *Institutions placed highest priority on providing employment-related programs and services to residents of their communities and regions.*

Institutions were perceived by their members as being highly responsive to the employment demands of the community and to community needs for adult education, retraining and upgrading programs. Institutions tended to function in an interdependent relationship with their external environment and to maintain communication between the institution and selected environmental components such as local businesses and industries.

8. *Institutions adopted a reactive rather than a planned response approach to their external environment.*

Although moderately high scores were attained on the Self-Study and Planning (SP) dimension, scale item responses suggested a lack of intrainstitutional agreement as to the nature of planning activities and as to the importance which institutional leaders attached to long range planning and to institutional self-study.

9. *Institutions placed lowest priority and emphasis upon research and activities related to extending the scope of human knowledge.*

Clearly, the institutions under study did not perceive research to constitute an important or desirable institutional function. The fact that the institutional environments included universities which performed the research and related community service functions, may have been an influencing factor in the institutions not undertaking knowledge-producing research activities.

10. *Institutions were receptive to new ideas and were prepared to experiment and change.*

The high institutional scores on the Concern for Innovation (CI) dimension suggested that the system was both responsive to new ideas and willing to experiment with curricular and teaching innovations. Institutional environments were perceived as encouraging innovation and experimentation.

11. *Administrators' perceptions of institutional functioning were higher than those of faculty on those dimensions which were consistent with the institution's stated purpose and role, and lower than those of faculty on those dimensions which were inconsistent with the institution's stated purpose and role.*

Although differences in faculty and administrator perceptions of institutional functioning were relatively few in number, those differences that were identified could be attributed to the tendency for administrators to be more positive about institutional functioning.

12. *Institutions and subsystems exhibited distinguishing functioning characteristics reflecting different orders of priority and emphasis.*

Although current writers have expressed concern that post-secondary institutions tend to converge in their development, to offer similar programs and services, and to respond to similar needs, the findings of this study suggested that institutions differed significantly from each other in their priorities and in the manner in which they responded to their environments. The greatest number of interinstitutional differences was noted for the degree of emphasis which institutions placed upon liberal education and general studies.

IMPLICATIONS

The findings of this study have a number of implications for members of the institutions participating in the study, for administrators and governing boards, and for the Department of Advanced Education and Manpower.

1. The institutional profiles presented in this study may be used by members of each participating institution to identify areas of potential conflict, to gain an improved understanding of their institution's functioning characteristics, and as a basis upon which to further identify current and future institutional purposes and goals.

2. Members of participating institutions may use the findings of this study as base-line data from which to monitor change. The Institutional Functioning Inventory can be readministered following major policy and procedural changes and the data used to identify the effects of these changes.

3. The findings related to the Democratic Governance (DG) dimension of institutional functioning suggested that the Department of Advanced Education and Manpower should assess the effects of current legislation concerning student and faculty representation on governing boards.

4. The findings related to the Institutional Esprit (IE) dimension of institutional functioning suggested that the Department of Advanced Education and Manpower should examine the effects of contract negotiations on institutional esprit in the public colleges.

5. The findings related to the Intellectual-Aesthetic Extracurriculum (IAE) dimension suggested that provision should be made to ensure that students enrolled in post-secondary non-university institutions are provided opportunities to engage in intellectual and cultural activities.

6. The findings related to the Self-Study and Planning (SP) dimension suggested that institutions need to clarify the nature and purpose of their planning activities and that policy direction and leadership should be provided to institutions in the areas of institutional self-study, program evaluation, and long range planning.

7. The findings related to the Concern for Undergraduate Learning (UL) dimension suggested a need for leadership

and support to institutions in their activities directed towards improving the teaching-learning process.

8. The findings related to the Meeting Local Needs (MLN) dimension suggested a need to ensure that the very high institutional emphases upon meeting local needs does not result in program duplication and inefficiency. Provision should be made to ensure that permanent status is not accorded to programs and services for which there may be only a short term demand.

9. The findings related to the Concern for Innovation (CI) dimension suggested that institutions generally were receptive to innovation and that they should be provided assistance and support in experimenting with new ideas for educational practice.

10. Public colleges should improve intrainstitutional procedures for consultation and member involvement in the decision-making process.

11. Communications in all institutions should be improved to ensure that members are aware of institutional policies and practices.

12. Administrators in all institutions should increase their consultations and interactions with faculty and students to ensure that their perceptions of institutional functioning are congruent with those of other institutional members.

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APPENDIX A

LETTER FROM THE EDUCATIONAL TESTING SERVICE GRANTING PERMISSION TO ADAPT AND USE THE *INSTITUTIONAL FUNCTIONING INVENTORY*

EDUCATIONAL TESTING SERVICE PRINCETON, N.J. 08540

Area Code 609
921-9000
[illegible]

[illegible]
[illegible]

September 20, 1974

Mr. Reno A. Bosetti
c/o Dr. Barry Snowden
Director of Planning and Research Services
Alberta Department of Advanced Education
11160 Jasper Avenue
Edmonton, Alberta,
Canada

Dear Mr. Bosetti:

I have been asked to provide you with permission to adapt the Institutional Functioning Inventory for use in a study of Alberta institutions, as part of your doctoral research. Educational Testing Service is pleased to grant this permission, which is nonexclusive and without fee. We do require that your adapted instrument bear the following credit line:

> From Institutional Functioning Inventory, Copyright © 1968 by Educational Testing Service. All rights reserved. Adapted and reproduced by permission.

This permission applies as well to inclusion of the adapted IFI in your dissertation and reproduction by University Microfilms. Any published reports of your study should indicate that the IFI was adapted and used with the permission of Educational Testing Service.

If these arrangements are satisfactory, please sign both copies of this letter and return one copy to me for our records.

Sincerely,

Dorothy Urban

(Mrs.) Dorothy Urban
Copyrights, Licensing and
Permissions Administrator

cc: Miss Beck
DU/kc

ACCEPTED AND AGREED TO:

R. A. Bosetti

Reno A. Bosetti

APPENDIX B

THE INSTITUTIONAL FUNCTIONING INVENTORY

(REVISED AND ADAPTED)

Institutional Functioning Inventory

Copyright 1968 by
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ALL RIGHTS RESERVED
ADAPTED AND REPRODUCED BY PERMISSION

INSTITUTIONAL FUNCTIONING INVENTORY

INSTITUTIONAL RESEARCH PROGRAM FOR HIGHER EDUCATION

NAME OF INSTITUTION ____________________

Indicate response by placing a mark between the guidelines as shown in the example. Use HB pencil. Don't make marks longer than guidelines.

Example

SECTION 1

1	a	b	c				
2	a	b	c	d	e		
3	a	b	c	d	e	f	g

SECTION 2

	Y	N	?		Y	N	?		Y	N	?		Y	N	?
4				11				18				25			
5				12				19				26			
6				13				20				27			
7				14				21				28			
8				15				22							
9				16				23							
10				17				24							

SECTION 3

	SA	A	D	SD		SA	A	D	SD		SA	A	D	SD		SA	A	D	SD
29					41					53					65				
30					42					54					66				
31					43					55					67				
32					44					56					68				
33					45					57					69				
34					46					58					70				
35					47					59					71				
36					48					60					72				
37					49					61					73				
38					50					62					74				
39					51					63					75				
40					52					64									

SECTION 4

	Y	N	?		Y	N	?		Y	N	?		Y	N	?
76				82				88				94			
77				83				89				95			
78				84				90				96			
79				85				91				97			
80				86				92				98			
81				87				93							

SECTION 5

	SA	A	D	SD		SA	A	D	SD		SA	A	D	SD		SA	A	D	SD
99					109					119					129				
100					110					120					130				
101					111					121					131				
102					112					122					132				
103					113					123					133				
104					114					124					134				
105					115					125					135				
106					116					126									
107					117					127									
108					118					128									

CAUTION — AVOID PLACING ANY MARKS AMONG THE BLACK LINES

TO THE RESPONDENT:

This is a questionnaire for institutional self-study. In it you will be asked for your perceptions about what your institution is like—administrative policies, teaching practices, types of programs, characteristic attitudes of groups of people, and so forth. This inventory is not a test; the only "right" answers are those which reflect your own perceptions, judgments, and opinions.

Confidentiality of responses can be assured by not placing your name anywhere on the answer sheet. Responses will be tabulated as group and institutional data, not as individual data.

DIRECTIONS:

1. PENCILS. Use any soft lead pencil. Do not use an ink or ball-point pen.

2. MARK ONLY ON THE SEPARATE ANSWER SHEET. Please make no marks on the questionnaire booklet, which may be reused.

3. IDENTIFYING QUESTIONS. Fill in the name of your institution on the answer sheet.

4. MARKING YOUR RESPONSES. Section 1 consists of general information questions. Indicate your response by gridding the corresponding block a, b, c, d, e, f, or g on the answer sheet.

   Sections 2 and 4 consist of statements about policies and programs that may or may not exist at your institution. Indicate whether you know a given situation exists or does not exist by gridding either YES, NO, or DON'T KNOW.

   In Sections 3 and 5, the statements are such that different individuals at your institution will have different opinions or judgments. Indicate your opinion by gridding either STRONGLY AGREE, AGREE, DISAGREE, or STRONGLY DISAGREE.

5. RESPOND TO EVERY QUESTION. Please try to mark an answer for every statement in the inventory.

6. MARK ONLY ONE ANSWER FOR EACH STATEMENT.

7. RETURN ANSWER SHEET AND QUESTIONNAIRE BOOKLET. Please place both items in the envelope provided. Seal and return as directed.

8. THANK YOU FOR YOUR COOPERATION.

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SECTION 1
INFORMATION ITEMS

Respond to Items 1 and 2 and to Item 3,
if applicable, by gridding the
appropriately numbered block.

1. All respondents: Mark the one corresponding block on the answer sheet which best describes your role.

   (a) Faculty member.

   (b) Administrator (one-half time or more in administration).

   (c) Governing board member.

2. All respondents: Mark the one corresponding block on the answer sheet which indicates the number of years you have been associated with this institution.

   (a) Less than one year.

   (b) One to two years.

   (c) Three to six years.

   (d) Seven to twelve years.

   (e) More than twelve years.

3. Faculty: Mark the one corresponding block on the answer sheet which best indicates your field of teaching interest.

   (a) Biological and Health Sciences.

   (b) Physical Sciences, Engineering, and Mathematics.

   (c) Social Sciences and Humanities.

   (d) Fine and Performing Arts.

   (e) Business, Management and Communications.

   (f) Academic Upgrading.

   (g) Other.

SECTION 2

Respond to statements on this page by gridding either:

YES (Y)	NO (N)	DON'T KNOW (?)
If the statement applies or is true at your institution	If the statement does not apply or is not-true at your institution	If you do not know whether the statement applies or is true

4. There is a campus art gallery in which traveling exhibits or collections on loan are regularly displayed.

5. There are provisions by which some number of educationally disadvantaged students may be admitted to the institution without meeting the normal entrance requirements.

6. There are programs and/or organizations at this institution which are directly concerned with solving pressing social problems, e.g., race relations, urban blight, rural poverty, etc.

7. A number of instructors have been involved in the past few years with economic planning at either the national, regional, or provincial level.

8. Foreign films are shown regularly on or near campus.

9. There are established procedures by which students may propose new courses.

10. This institution attempts each year to sponsor a rich program of cultural events—lectures, concerts, plays, art exhibits, and the like.

11. There are no written regulations regarding student dress.

12. Instructors from this institution have been actively involved in framing provincial or federal legislation in the areas of health, education, or welfare.

13. A number of nationally known scientists and/or scholars are invited to the campus each year to address student and faculty groups.

14. This institution deliberately seeks to admit a student body in which a variety of attitudes and values will be present.

15. Quite a number of students are associated with organizations that actively seek to reform society in one way or another.

16. When this institution is looking for new faculty, it goes primarily to a few nearby graduate schools.

17. At least one modern dance program has been presented in the past year.

18. Students publish a literary magazine.

19. In the past two years, administrators or the governing board have countermanded one or more invitations from student groups to controversial speakers.

20. Faculty promotion and tenure are based primarily on an estimate of teaching effectiveness.

21. This institution, through the efforts of individuals and/or specially created institutes or centers, is actively engaged in projects aimed at improving the quality of urban life.

22. A concerted effort is made to attract students of diverse ethnic and social backgrounds.

23. At least one chamber music concert has been given within the past year.

24. At least one poetry reading, open to the campus community, has been given within the past year.

25. The institution imposes certain restrictions on off-campus political activities by faculty members.

26. One of the methods used to influence the flavor of the institution is to try to select students with fairly similar personality traits.

27. A number of faculty members or administrators from this institution have gone to Edmonton or Ottawa to participate in planning various social development and welfare programs.

28. There are a number of student groups that meet regularly to discuss intellectual and/or philosophic topics.

SECTION 3

Respond to statements on this page by circling either

STRONGLY AGREE (SA)	AGREE (A)	DISAGREE (D)	STRONGLY DISAGREE (SD)
If you strongly agree with the statement as applied to your institution	If you mildly agree with the statement as applied to your institution	If you mildly disagree with the statement as applied to your institution	If you strongly disagree with the statement as applied to your institution

29. In general, decision making is decentralized whenever feasible or workable.

30. Many faculty members would welcome the opportunity to participate in laying plans for broad social and economic reforms in Canadian society.

31. This institution tends to attract students from a somewhat restricted range of socioeconomic backgrounds.

32. Meaningful arrangements exist for expression of student opinion regarding institutional policies.

33. An essentially free student newspaper exists on this campus (with accountability mainly to its readership).

34. Little money is generally available for inviting outstanding people to give public lectures.

35. Generally speaking, there is not very much contact between instructors and students outside the classroom.

36. Senior instructors seldom teach lower level courses.

37. Application of knowledge and talent to the solution of social problems is a mission of this institution that is widely supported by faculty and administrators.

38. A visitor to this campus would most certainly notice the presence of poets, painters, and political activists.

39. In dealing with institutional problems, attempts are generally made to involve interested people without regard to their formal position or hierarchical status.

40. Either tutorials or extensive independent studies are important features of the curriculum.

41. This institution tends to be dominated by a single "official" point of view.

42. Religious authority has meant some curtailment of academic freedom for faculty and students.

43. When recruiting new faculty, care is taken to seek candidates with a particular set of personal values.

44. Power here tends to be widely dispersed rather than tightly held.

45. A wide variety of religious backgrounds and beliefs are represented among the faculty.

46. A wide variety of religious backgrounds and beliefs are represented in the student body.

47. Serious consideration is given to student opinion when policy decisions affecting students are made.

48. How best to communicate knowledge to students is not a question that seriously concerns a very large proportion of the faculty.

49. In reality, a small group of individuals tends to pretty much run this institution.

50. Certain radical student organizations, such as Students for a Democratic Society, are not, or probably would not be allowed to organize chapters on this campus.

51. Governance of this institution is clearly in the hands of the administration.

52. Instructors get to know most students in their classes quite well.

53. In arriving at institutional policies, attempts are generally made to involve all the individuals who will be directly affected.

54. Most faculty members do not wish to spend much time in talking with students about students' personal interests and concerns.

55. The notion of post secondary institutions assuming leadership in bringing about social change is not an idea that is or would be particularly popular on this campus.

56. Compared with most other institutions, fewer minority groups are represented on this campus.

57. Certain highly controversial figures in public life are not allowed or probably would not be allowed to address students.

Continue responding to statements on this page by gridding either
STRONGLY AGREE (SA), AGREE (A), DISAGREE (D), or STRONGLY DISAGREE (SD)

58. Eccentric convictions and unpopular beliefs among faculty members are generally not frowned upon by senior administrators or governing board members.

59. The student newspaper comments regularly on important issues and ideas (in addition to carrying out the more customary tasks of student newspapers).

60. There is wide faculty involvement in important decisions about how the institution is run.

61. Because of the pressure of other commitments, many instructors are unable to prepare adequately for their courses.

62. Most faculty members are quite sensitive to the interests, needs, and aspirations of students.

63. Senior administrators generally support (or would support) faculty members who spend time away from the campus consulting with governmental agencies about social, economic, and related matters.

64. Faculty members feel free to express radical political beliefs in their classrooms.

65. Students, faculty and administrators all have opportunities for meaningful involvement in campus governance.

66. In recruiting new faculty members, department chairmen or other administrators generally attach greatest importance to demonstrated teaching ability.

67. The governing authority strongly supports the principle of academic freedom for faculty and students to discuss any topic they may choose.

68. Students or faculty members whose records contain suggestions of unusual characteristics—e.g., bizarre dress, unpopular ideas, etc.—are not encouraged to remain here.

69. Many opportunities exist outside the classroom for intellectual and aesthetic self-expression on the part of students.

70. A concept of "shared authority" (by which the faculty and administration arrive at decisions jointly) describes fairly well the system of governance on this campus.

71. Capable students are encouraged to collaborate with faculty on research projects or to carry out studies of their own.

72. Most faculty on this campus tend to be reasonably satisfied with the status quo of Canadian society.

73. The governing authority does not consider active engagement in resolving major social ills to be an appropriate institutional function.

74. Institutional authorities have reprimanded faculty members who have publicly registered their dissent concerning policies of the provincial or federal government.

75. Idiosyncratic or nonconformist student personal styles and appearances—e.g., beards, long hair—tend to be viewed with disfavor by institutional authorities.

SECTION 4

Respond to statements on this page by gridding either

YES (Y)	NO (N)	DON'T KNOW (?)
If the statement applies or is true at your institution	If the statement does not apply or is not true at your institution	If you do not know whether the statement applies or is true

76. This institution operates an adult education program, e.g., evening courses open to local area residents.

77. Research grants comprise a substantial portion of the institution's income.

78. Courses are offered through which local area residents may be retrained or upgraded in their job skills.

79. There is a long-range plan for the institution that is embodied in a written document for distribution throughout the institution.

80. Counseling services are available to adults in the local area seeking information about educational and occupational matters.

81. Reports of various institutional studies are announced generally and made available to the entire teaching and administrative staff.

82. A number of departments frequently hold seminars or colloquia in which a visiting scholar discusses his ideas or research findings.

83. There is a job placement service through which local employers may hire students for full- or part-time work.

84. One or more individuals are presently engaged in long-range financial planning for the total institution.

85. Quite a number of faculty members have had books or articles published in the past two or three years.

86. Facilities are made available to local groups and organizations for meetings, short courses, clinics, forums and the like.

87. The institution has a long-range plan based on a reasonably clear statement of goals.

88. There are a number of faculty members on campus whose appointments primarily entail research rather than teaching.

89. There are a number of courses or programs that are designed to provide manpower for local area business, industry, or public services.

90. Courses dealing with artistic expression or appreciation are available to all adults in the local area.

91. At the present time, there is greater emphasis on departmental planning than on institution-wide planning.

92. The average teaching load in most departments is eight credit hours or fewer.

93. Faculty promotions generally are based primarily on scholarly publication.

94. The curriculum is deliberately designed to accommodate a great diversity in student ability levels and educational-vocational aspirations.

95. Analyses of the philosophy, purposes, and objectives of the institution are frequently conducted.

96. Planning at this institution is continuous rather than one-shot or completely nonexistent.

97. Extensive laboratory facilities exist for research in the natural sciences.

98. Attention is given to maintaining fairly close relationships with businesses and industries in the local area.

SECTION 5

Respond to statements on this page by gridding either

STRONGLY AGREE (SA)	AGREE (A)	DISAGREE (D)	STRONGLY DISAGREE (SD)
If you strongly agree with the statement as applied to your institution	If you mildly agree with the statement as applied to your institution	If you mildly disagree with the statement as applied to your institution	If you strongly disagree with the statement as applied to your institution

99 There is a general willingness here to experiment with innovations that have shown promise at other institutions

100 Most faculty members consider the senior administrators on campus to be able and well-qualified for their positions

101 In the last few years, there have been a number of major departures from old ways of doing things at this institution

102 In general, the governing authority is committed to the view that advancement of knowledge through research and scholarship is a major institutional purpose

103 A sense of tradition is so strong that it is difficult to modify established procedures or undertake new programs

104 High ranking administrators or department chairmen generally encourage instructors to experiment with new courses and teaching methods

105 Few, if any, of the faculty could be regarded as having national or international reputations for their scientific or scholarly contributions,

106 The change that has taken place at this institution in recent years has been more the result of internal and external *influences* than of institutional purposes (and deliberate planning based thereon)

107 Generally speaking, top-level administrators are providing effective educational leadership

108 It is almost impossible to obtain the necessary financial support to try out a new idea for educational practice

109 Generally speaking, communication between the faculty and the administration is poor

110 There have been few significant changes in the overall curriculum in the past few years

111 Currently there is wide discussion and debate in the campus community about what the institution will or should be seeking to accomplish five to ten years in the future

112 Instructors engaged in research that requires use of a computer have easy access to such equipment

113 Most administrators and faculty tend to see little real value in data-based institutional self-study

114 Staff infighting, backbiting, and the like seem to be more the rule than the exception.

115 The institution is currently doing a successful job in achieving its various goals

116 Proposed curricular changes seem to be accepted or rejected more on the basis of financial considerations than on assumed educational merit

117 The curriculum committee of the institution concerns itself with basic curriculum issues rather than, for example, merely approving or disapproving new courses.

118 One or more important scientific breakthroughs have been achieved at this institution in the past five years.

119 Close personal friendships between administrators and faculty members are quite common

120 In comparison with most other institutions, faculty turnover here appears to be somewhat high

121 Almost all ideas for innovations must receive the approval of top-level administrative officials before they can be tried out

122 There are no courses or programs for students with educational deficiencies, i.e., remedial work

123 This institution would be willing to be among the first to experiment with a novel educational program or method if it appeared promising

Continue on to next page

Continue responding to statements on this page by gridding either
STRONGLY AGREE (SA), AGREE (A), DISAGREE (D), or STRONGLY DISAGREE (SD)

124. Although they may criticize certain practices, most faculty seem to be very loyal to the institution.

125. There is a strong sense of community, a feeling of shared interests and purposes, on this campus.

126. In general, faculty morale is high.

127. There is an air of complacency among many of the staff, a general feeling that most things at the institution are all right as they are.

128. There is an institutional research agency at this institution which does more than simply gather facts for the administration.

129. The faculty in general is strongly committed to the acknowledged purposes and ideals of the institution.

130. In my experience it has not been easy for new ideas about educational practice to receive a hearing.

131. The location of this campus makes it easily accessible to students who live at home and commute.

132. Senior administrators do not consider advancement of knowledge through research to be an important institutional purpose.

133. This institution considers its most valuable service to lie in educating the upper ten percent or so of secondary school graduates.

134. Most faculty would not defend the institution against criticisms from outsiders.

135. Laying plans for the future of the institution is a high priority activity for many senior administrators.

Comments and criticisms regarding any aspect of the inventory are welcomed.
Please write your comments on the back of
the answer sheet.

APPENDIX C

SOUTHERN ALBERTA INSTITUTE OF TECHNOLOGY

DISTRIBUTION OF RESPONDENTS BY POSITION, YEARS IN INSTITUTION AND FIELD OF TEACHING INTEREST

SCALE ITEM RESPONSE FREQUENCIES

DISTRIBUTION OF RESPONDENTS BY POSITION

SOUTHERN ALBERTA INSTITUTE OF TECHNOLOGY

	Number of Respondents	Percentage Response
FACULTY	298	91.7
ADMINISTRATORS	27	8.3
TOTAL	325	100.0

DISTRIBUTION OF RESPONDENTS BY YEARS IN INSTITUTION

SOUTHERN ALBERTA INSTITUTE OF TECHNOLOGY

	Number of Respondents	Percentage Response
Less than one year	39	12.0
One to two years	27	8.3
Three to six years	108	33.2
Seven to twelve years	85	26.2
More than twelve years	66	20.3
TOTAL	325	100.0

DISTRIBUTION OF RESPONDENTS BY FIELD OF TEACHING INTEREST

SOUTHERN ALBERTA INSTITUTE OF TECHNOLOGY

	Number of Respondents	Percentage Response
Biological and Health Sciences	35	10.8
Physical Sciences, Engineering, Mathematics	117	36.0
Social Sciences, Humanities	14	4.3
Fine and Performing Arts	24	7.4
Business, Management, Communications	57	17.5
Academic Upgrading	1	.3
Other	77	23.7
TOTAL	325	100.0

SOUTHERN ALBERTA INSTITUTE OF TECHNOLOGY

(1) INTELLECTUAL-AESTHETIC EXTRACURRICULUM [IAE]: the extent to which activities and opportunities for intellectual and aesthetic stimulation are available outside of the normal classroom setting.

institutional $\overline{X} = 5.81$ V = 8.63 SD = 2.94

Item Description	Response Key	Yes/Agree	No/Disagree	Don't Know	No Response
4. There is a campus art gallery in which traveling exhibits or collections on loan are regularly displayed.	Yes	88.6	2.2	8.9	.3
9. Foreign films are shown regularly on or near campus.	Yes	40.6	24.6	34.2	.6
10. This institution attempts each year to sponsor a rich program of cultural events - lectures, concerts, plays, art exhibits, and the like.	Yes	42.5	38.2	19.4	0
13. A number of nationally known scientists and/or scholars are invited to the campus each year to address student and faculty groups.	Yes	25.2	55.1	19.7	0
17. At least one modern dance program has been presented in the past year.	Yes	21.5	37.8	39.7	.9
18. Students publish a literary magazine.	Yes	33.8	51.7	13.5	.9
23. At least one chamber music concert has been given within the past year.	Yes	10.5	53.5	36.0	0
24. At least one poetry reading, open to the campus community, has been given within the past year.	Yes	27.7	24.6	47.4	.3
28. There are a number of student groups that meet regularly to discuss intellectual and/or philosophic topics.	Yes	20.0	30.8	48.9	.3
34. Little money is generally available for inviting outstanding people to give public lectures.	Disagree	67.4	26.4	--	6.2
59. The student newspaper comments regularly on important issues and ideas (in addition to carrying out the more cutomary tasks of student newspapers).	Agree	58.5	39.1	--	2.5
69. Many opportunities exist outside the classroom for intellectual and aesthetic self-expression on the part of students.	Agree	59.1	36.3	--	4.6

SOUTHERN ALBERTA INSTITUTE OF TECHNOLOGY

(2) FREEDOM [F]: the extent of academic freedom for faculty and students as well as freedom in their personal lives for all individuals in the campus community.

Institutional $\overline{X} = 8.66$ $V = 4.84$ $SD = 2.20$

	Item Description	Response Key	Yes/Agree	No/Disagree	Don't Know	No Response
11.	There are no written regulations regarding student dress.	Yes	52.6	33.2	12.9	1.2
19.	In the past two years, administrators or the governing board have countermanded one or more invitations from student groups to controversial speakers.	No	5.8	37.5	56.3	.3
25.	The institution imposes certain restrictions on off-campus political activities by faculty members.	No	19.1	57.5	23.1	.3
33.	An essentially free student newspaper exists on this campus (with accountability mainly to its readership).	Agree	94.7	4.3	--	.3
42.	Religious authority has meant some curtailment of academic freedom for faculty and students.	Disagree	4.0	93.2	--	2.8
50.	Certain radical student organizations, such as Students for a Democratic Society, are not, or probably would not be allowed to organize chapters on this campus.	Disagree	26.7	66.2	--	7.1
57.	Certain highly controversial figures in public life are not allowed or probably would not be allowed to address students.	Disagree	16.9	77.2	--	5.8
58.	Eccentric convictions and unpopular beliefs among faculty members are generally not frowned upon by senior administrators or governing board members.	Agree	51.1	42.5	--	6.5
64.	Faculty members feel free to express radical political beliefs in their classrooms.	Agree	37.0	55.4	--	7.7
67.	The governing authority strongly supports the principle of academic freedom for faculty and students to discuss any topic they may choose.	Agree	48.9	44.9	--	6.2
74.	Institutional authorities have reprimanded faculty members who have publicly registered their dissent concerning policies of the provincial or federal government.	Disagree	19.3	70.8	--	9.8
75.	Idiosyncratic or nonconformist student personal styles and appearances - e.g., beards, long hair - tend to be viewed with disfavor by institutional authorities.	Disagree	20.3	75.4	--	4.3

SOUTHERN ALBERTA INSTITUTE OF TECHNOLOGY

(3) HUMAN DIVERSITY [HD]: the degree to which the faculty and student body are heterogeneous in their backgrounds and attitudes

Institutional $\overline{X} = 8.23$ $V = 3.73$ $SD = 1.93$

Item Description	Response Key	Yes/Agree	No/Disagree	Don't Know	No Response
5. There are provisons by which some numbers of educationally disadvantaged students may be admitted to the institution without meeting the normal entrance requirements.	Yes	68.6	6.5	24.3	.6
14. This institution deliberately seeks to admit a student body in which a variety of attitudes and values will be present.	Yes	34.8	37.2	28.0	0
16. When this instituion is looking for new faculty, it goes primarily to a few nearby graduate schools.	No	3.1	82.2	14.2	.6
22. A concerted effort is made to attract students of diverse ethnic and social backgrounds.	Yes	24.3	50.5	25.8	.3
26. One of the methods used to influence the flavor of the institution is to try to select students with fairly similar personality traits.	No	4.0	77.8	18.2	0
31. This institution tends to attract students from a somewhat restricted range of socio-economic backgrounds.	Disagree	33.6	64.6	--	1.8
38. A visitor to this campus would most certainly notice the presence of poets, painters, and political activists.	Agree	20.6	76.4	--	3.1
43. When recruiting new faculty, care is taken to seek candidates with a particular set of personal values.	Disagree	39.1	57.0	--	4.0
45. A wide variety of religious backgrounds and beliefs are represented among the *faculty*.	Agree	85.9	11.0	--	3.1
46. A wide variety of religious backgrounds and beliefs are represented in the *student* body.	Agree	88.6	8.9	--	2.5
56. Compared with most other institutions, fewer minority groups are represented on this campus.	Disagree	34.5	58.5	--	7.1
60. Students or faculty members whose records contain suggestions of unsual characteristics - e.g., bizarre dress, unpopular ideas, etc. - are not encouraged to remain here.	Disagree	28.3	65.5	--	6.2

SOUTHERN ALBERTA INSTITUTE OF TECHNOLOGY

(4) CONCERN FOR IMPROVEMENT OF SOCIETY [IS]: the desire among people at the institution to apply their knowledge and skills in solving social problems and in promoting social change in Alberta and Canada.

Institutional $\overline{X} = 4.89$ V = 8.91 SD = 2.98

Item Description	Response Key	Yes/Agree	No/Disagree	Don't Know	No Response
6. There are programs and/or organizations at this institution which are directly concerned with solving pressing social problems, e.g., race relations, urban blight, rural poverty, etc.	Yes	16.6	47.1	35.1	1.2
7. A number of instructors have been involved in the past few years with economic planning at either the national, regional, or provincial level.	Yes	22.2	25.2	51.4	1.2
12. Instructors from this institution have been actively involved in framing provincial or federal legislation in the areas of health, education, or welfare.	Yes	25.2	35.7	38.8	.3
15. Quite a number of students are associated with organizations that actively seek to reform society in one way or another.	Yes	14.8	42.5	42.2	.6
21. This institution, through the efforts of individuals and/or specially created institutes or centers, is actively engaged in projects aimed at improving the quality of urban life.	Yes	34.5	34.5	30.2	.9
27. A number of faculty members or administrators from this institution have gone to Edmonton or Ottawa to participate in planning various social development and welfare programs.	Yes	16.9	28.9	53.2	.9
30. Many faculty members would welcome the opportunity to participate in laying plans for broad social and economic reforms in Canadian society.	Agree	52.4	43.7	--	4.0
37. Application of knowledge and talent to the solution of social problems is a mission of this institution that is widely supported by faculty and administrators.	Agree	28.0	68.6	--	3.4
55. The notion of post-secondary institutions assuming leadership in bringing about social change is not an idea that is or would be particularly popular on this campus.	Disagree	50.4	43.1	--	6.5
63. Senior administrators generally support (or would support) faculty members who spend time away from the campus consulting with governmental agencies about social, economic, and related matters.	Agree	59.1	36.3	--	4.6
72. Most faculty on this campus tend to be reasonably satisfied with the status quo of Canadian society.	Disagree	71.3	22.7	--	5.8
73. The governing authority does not consider active engagement in resolving major social ills to be an appropriate institutional function.	Disagree	60.9	32.6	--	6.5

SOUTHERN ALBERTA INSTITUTE OF TECHNOLOGY

(5) CONCERN FOR UNDERGRADUATE LEARNING [UL]: the degree to which the institution in its structure, function and professional commitment of its faculty emphasizes teaching and learning.

Institutional $\overline{X}$ = 7.51 V = 4.90 SD = 2.21

Item Description	Response Key	Yes/Agree	No/Disagree	Don't Know	No Response
9. There are established procedures by which students may propose new courses.	Yes	54.2	17.2	28.3	.3
20. Faculty promotion and tenure are based primarily on an estimate of teaching effectiveness.	Yes	31.4	49.2	17.5	1.8
35. Generally speaking, there is not very much contact between instructors and students outside the classroom.	Disagree	52.6	46.8	--	.6
36. Senior instructors seldom teach lower level courses.	Disagree	32.3	65.5	--	2.2
40. Either tutorials or extensive independent studies are important features of the curriculum.	Agree	37.2	61.3	--	1.5
48. How best to communicate knowledge to students is not a question that seriously concerns a very large proportion of the faculty.	Disagree	19.7	76.9	--	3.4
52. Instructors get to know most students in their classes quite well.	Agree	81.3	16.6	--	2.2
54. Most faculty members do not wish to spend much time in talking with students about students' personal interests and concerns.	Disagree	29.9	67.4	--	2.8
61. Because of the pressure of other commitments, many instructors are unable to prepare adequately for their courses.	Disagree	25.5	71.4	--	3.1
62. Most faculty members are quite sensitive to the interests, needs, and aspirations of students.	Agree	82.5	15.0	--	2.5
66. In recruiting new faculty members, department chairmen or other administrators generally attach greatest importance to demonstrated teaching ability.	Agree	34.5	61.2	--	4.3
71. Capable students are encouraged to collaborate with faculty on research projects or to carry out studies of their own.	Agree	55.7	38.7	--	5.5

(a) Democratic Governance (DG): the extent to which individuals in the campus community who are directly affected by a decision have the opportunity to participate in making the decision.

Institutional $\bar{X}$ = 7.42 $\quad$ $\bar{X}$ = 9.31 $\quad$ SD = 3.05

Item Description	Response Key	Yes/Agree	No/Disagree	Don't Know	No Response
29. In general, decision making is decentralized whenever feasible or workable.	Agree	70.8	27.7	--	1.5
32. Meaningful arrangements exist for expression of student opinion regarding institutional policies.	Agree	86.8	11.1	--	2.2
38. In dealing with institutional problems, attempts are generally made to involve interested people without regard to their formal position or hierarchical status.	Agree	55.7	40.0	--	4.3
41. This institution tends to be dominated by a single "official" point of view.	Disagree	44.3	53.8	--	1.8
44. Power here tends to be widely dispersed rather than tightly held.	Agree	55.7	41.8	--	2.5
47. Serious consideration is given to student opinion when policy decisions affecting students are made.	Agree	83.1	14.2	--	2.8
49. In reality, a small group of individuals tends to pretty much run this institution.	Disagree	34.8	62.5	--	2.8
51. Governance of this institution is clearly in the hands of the administration.	Disagree	65.2	31.0	--	3.7
53. In arriving at institutional policies, attempts are generally made to involve all the individuals who will be directly affected.	Agree	64.0	32.4	--	3.7
55. There is wide faculty involvement in important decisions about how the institution is run.	Agree	45.8	50.8	--	3.4
57. Students, faculty and administrators all have opportunities for meaningful involvement in campus governance.	Agree	74.2	22.5	--	3.4
59. A climate of "shared authority," in which the faculty and administration engage in continuing cordial interaction, characterizes the nature of governance on this campus.	Agree	56.6	40.0	--	3.4

(7) MEETING LOCAL NEEDS (MLN): institutional emphasis on providing educational and cultural opportunities for all adults in the surrounding community(s).

Institutional $\bar{X}$ = 10.97 s = 1.61 SD = 1.27

Item Description	Response Key	Yes/Agree	No/Disagree	Don't Know	No Response
36. This institution operates an adult education program, e.g., evening courses open to local area residents.	Yes	96.0	2.2	.9	.9
38. Courses are offered through which local area residents may be retrained or upgraded in their job skills.	Yes	94.5	2.5	2.2	.9
60. Counseling services are available to adults in the local area seeking information about educational and occupational matters.	Yes	84.0	5.5	8.6	1.8
63. There is a job placement service through which local employers may hire students for full- or part-time work.	Yes	88.9	3.7	5.8	1.5
66. Facilities are made available to local groups and organizations for meetings, short courses, clinics, forums and the like.	Yes	85.8	4.0	8.9	1.2
69. There are a number of courses or programs that are designed to provide manpower for local area business, industry, or public services.	Yes	92.3	1.8	4.6	1.2
90. Courses dealing with artistic expression or appreciation are available to all adults in the local area.	Yes	80.0	7.1	12.3	.6
94. The curriculum is deliberately designed to accommodate a great diversity in student ability levels and educational-vocational aspirations.	Yes	63.7	26.8	8.9	.6
96. Attention is given to maintaining fairly close relationships with businesses and industries in the local area.	Yes	90.8	4.3	3.7	1.2
122. There are no courses or programs for students with educational deficiencies, i.e., remedial work.	Disagree	24.0	69.8	**	6.2
131. The location of this school makes it easily accessible to students who live at home and commute.	Agree	91.1	5.2	**	3.7
133. This institution considers its most valuable service to lie in educating the upper ten percent or so of secondary school graduates.	Disagree	9.3	86.2	**	4.6

SOUTHERN ALBERTA INSTITUTE OF TECHNOLOGY

(8) SELF STUDY AND PLANNING [SP]: the importance institutional leaders attach to continuous long-range planning for the total institution, and to institutional research directed toward formulated and revising plans.

Institutional $\bar{X}$ = 7.09 V = 8.54 SD = 2.92

Item Description	Response Key	Yes/Agree	No/Disagree	Don't Know	No Response
79. There is a long-range plan for the institution that is embodied in a written document for distribution throughout the institution.	Yes	47.4	18.5	32.3	1.8
81. Reports of various institutional studies are announced generally and made available to the entire teaching and administrative staff.	Yes	56.0	24.6	17.8	1.5
84. One or more individuals are presently engaged in long-range financial planning for the total institution.	Yes	43.7	9.5	45.5	1.2
87. The institution has a long-range plan based on a reasonably clear statement of goals.	Yes	64.3	11.1	23.1	1.5
91. At the present time, there is greater emphasis on departmental planning than on institution-wide planning.	No	28.0	28.0	42.8	1.2
95. Analyses of the philosophy, purposes, and objectives of the institution are frequently conducted.	Yes	33.5	36.6	28.9	.9
96. Planning at this institution is continuous rather than one-shot or completely non-existent.	Yes	71.7	7.7	20.0	.6
106. The change that has taken place at this institution in recent years has been more the result of internal and external influence than of institutional purposes (and deliberate planning based thereon).	Disagree	63.7	29.6	--	6.8
111. Currently there is wide discussion and debate in the campus community about what the institution will or should be seeking to accomplish five to ten years in the future.	Agree	43.1	51.7	--	5.2
113. Most administrators and faculty tend to see little real value in data-based institutional self-study.	Disagree	36.6	51.1	--	12.3
[illegible] There is an institutional research agency at this institution which does more than simply gather facts for the administration.	Agree	13.5	75.7	--	10.8
135. Laying plans for the future of the institution is a high priority activity for many senior administrators.	Agree	67.7	25.2	--	7.1

(9) CONCERN FOR ADVANCING KNOWLEDGE (AK): the degree to which the institution, in its structure function and professional commitment of its faculty, emphasizes research and scholarship aimed at extending the scope of human knowledge.

Institutional $\bar{x}$ = 3.28 V = 6.41 SD = 2.53

Item Description	Response Key	Yes/Agree	No/Disagree	Don't Know	No Response
77. Research grants comprise a substantial portion of the institution's income.	Yes	3.4	76.9	19.4	.3
82. A number of departments frequently hold seminars or colloquia in which a visiting scholar discusses his ideas or research findings.	Yes	24.3	48.9	25.2	1.5
85. Quite a number of faculty members have had books or articles published in the past two or three years.	Yes	24.0	32.3	42.2	1.5
88. There are a number of faculty members on campus whose appointments primarily entail research rather than teaching.	Yes	5.2	74.2	19.4	1.2
92. The average teaching load in most departments is eight credit hours or fewer.	Yes	10.2	62.2	25.8	1.8
93. Faculty promotions generally are based primarily on scholarly publication.	Yes	12.3	71.1	15.7	.9
97. Extensive laboratory facilities exist for research in the natural sciences.	Yes	16.0	60.3	22.8	.9
102. In general, the governing authority is committed to the view that advancement of knowledge through research and scholarship is a major institutional purpose.	Agree	30.5	64.3	--	5.2
105. Few, if any, of the faculty could be regarded as having national or international reputations for their scientific or scholarly contributions.	Disagree	70.5	25.8	--	3.7
112. Instructors engaged in research that requires use of a computer have easy access to such equipment.	Agree	69.8	23.7	--	6.5
119. One or more important scientific breakthroughs have been achieved at this institution in the past five years.	Agree	12.9	77.2	--	9.8
132. Senior administrators do not consider advancement of knowledge through research to be an important institutional purpose.	Disagree	52.0	41.2	--	6.8

SOUTHERN ALBERTA INSTITUTE OF TECHNOLOGY

(10) CONCERN FOR INNOVATION [CI]: the stength of institutional commitment to experimentation with new ideas for educational practice.

Institutional $\overline{X}$ = 7.03 V = 8.51 SD = 2.92

Item Description	Response Key	Yes/Agree	No/Disagree %	Don't Know	No Response
99. There is a general willingness here to experiment with innovations that have shown promise at other institutions.	Agree	73.9	23.7	--	2.5
101. In the last few years, there have been a number of major departures from old ways of doing things at this institution.	Agree	66.5	29.9	--	3.7
103. A sense of tradition is so strong that it is difficult to modify established procedures or undertake new programs.	Disagree	26.1	69.5	--	4.3
104. High-ranking administrators or department chairmen generally encourage instructors to experiment with new courses and teaching methods.	Agree	63.7	32.6	--	3.7
108. It is almost impossible to obtain the necessary financial support to try out a new idea for educational practice.	Disagree	45.3	48.6	--	6.2
110. There have been few significant changes in the overall curriculum in the past few years.	Disagree	36.0	58.8	--	5.2
116. Proposed curricular changes seem to be accepted or rejected more on the basis of financial considerations than on assumed educational merit.	Disagree	42.8	49.6	--	7.7
117. The curriculum committee of the institution concerns itself with basic curriculum issues rather than, for example, merely approving or disapproving new courses.	Agree	48.3	42.8	--	8.9
121. Almost all ideas for innovations must receive the approval of top-level administrative officials before they can be tried out.	Disagree	62.5	32.3	--	5.2
123. This institution would be willing to be among the first to experiment with a novel educational program or method if it appeared promising.	Agree	51.4	41.9	--	6.8
127. There is an air of complacency among many of the staff, a general feeling that most things at the institution are all right as they are.	Disagree	56.9	37.0	--	6.2
130. In my experience it has not been easy for new ideas about educational practice to receive a hearing.	Disagree	29.5	65.2	--	5.2

SOUTHERN ALBERTA INSTITUTE OF TECHNOLOGY

(11) INSTITUTIONAL ESPRIT [IE]: the level of morale and sense of shared purpose among faculty and administrators.

Institutional $\bar{X}$ = 8.70 V = 8.39 SD = 2.90

	Item Description	Response Key	Yes/Agree	No/Disagree	Don't Know	No Response
106.	Most faculty members consider the senior administrators on campus to be able and well-qualified for their positions.	Agree	53.2	41.3	--	5.5
107.	Generally speaking, top-level administrators are providing effective educational leadership.	Agree	54.2	41.3	--	4.6
108.	Generally speaking, communication between the faculty and the administration is poor.	Disagree	40.3	56.9	--	2.8
114.	Staff infighting, backbiting, and the like seem to be more the rule than the exception.	Disagree	25.6	71.1	--	3.4
115.	The institution is currently doing a successful job in achieving its various goals.	Agree	84.3	11.1	--	4.6
119.	Close personal friendships between administrators and faculty members are quite common.	Agree	58.5	36.3	--	5.2
120.	In comparison with most other institutions, faculty turnover here appears to be somewhat high.	Disagree	13.3	80.9	--	5.8
124.	Although they may criticize certain practices, most faculty seem to be very loyal to the institution.	Agree	87.7	9.3	--	3.1
125.	There is a strong sense of community, a feeling of shared interests and purposes, on this campus.	Agree	56.3	38.1	--	5.5
126.	In general, faculty morale is high.	Agree	67.7	28.6	--	3.7
129.	The faculty in general is strongly committed to the acknowledged purposes and ideals of the institution.	Agree	73.2	19.6	--	7.1
134.	Most faculty would not defend the institution against criticisms from outsiders.	Disagree	12.0	82.2	--	5.8

APPENDIX D

NORTHERN ALBERTA INSTITUTE OF TECHNOLOGY

DISTRIBUTION OF RESPONDENTS BY POSITION, YEARS IN INSTITUTION AND FIELD OF TEACHING INTEREST.

SCALE ITEM RESPONSE FREQUENCIES

DISTRIBUTION OF RESPONDENTS BY POSITION

NORTHERN ALBERTA INSTITUTE OF TECHNOLOGY

	Number of Respondents	Percentage Response
FACULTY	306	85.2
ADMINISTRATORS	53	14.8
TOTAL	359	100.0

DISTRIBUTION OF RESPONDENTS BY YEARS IN INSTITUTION

NORTHERN ALBERTA INSTITUTE OF TECHNOLOGY

	Number of Respondents	Percentage Response
Less than one year	43	12.0
One to two years	33	9.2
Three to six years	107	29.8
Seven to twelve years	152	42.3
More than twelve years	24	6.7
TOTAL	359	100.0

DISTRIBUTION OF RESPONDENTS BY FIELD OF TEACHING INTEREST

NORTHERN ALBERTA INSTITUTE OF TECHNOLOGY

	Number of Respondents	Percentage Response
Biological and Health Sciences	41	11.4
Physical Sciences, Engineering, Mathematics	147	40.9
Social Sciences, Humanities	10	2.8
Fine and Performing Arts	8	2.2
Business, Management, Communications	60	16.7
Academic Upgrading	3	.8
Other	90	25.1
TOTAL	359	100.0

NORTHERN ALBERTA INSTITUTE OF TECHNOLOGY

(1) INTELLECTUAL-AESTHETIC EXTRACURRICULUM [IAE]: the extent to which activities and opportunities for intellectual and aesthetic stimulation are available outside of the normal classroom setting.

Institutional $\overline{X} = 2.52$ $V = 5.65$ $SD = 2.38$

	Item Description	Response Key	Yes/Agree	No/Disagree	Don't Know	No Response
4.	There is a campus art gallery in which traveling exhibits or collections on loan are regularly displayed.	Yes	3.3	86.4	9.7	.6
8.	Foreign films are shown regularly on or near campus.	Yes	14.5	51.8	32.6	1.1
10.	This institution attempts each year to sponsor a rich program of cultural events - lectures, concerts, plays, art exhibits, and the like.	Yes	13.9	69.1	16.4	.6
13.	A number of nationally known scientists and/or scholars are invited to the campus each year to address student and faculty groups.	Yes	13.1	64.6	21.2	1.1
17.	At least one modern dance program has been presented in the past year.	Yes	15.9	46.5	37.3	.3
18.	Students publish a literary magazine.	Yes	29.0	63.2	7.5	.3
23.	At least one chamber music concert has been given within the past year.	Yes	3.3	70.8	25.3	.6
24.	At least one poetry reading, open to the campus community, has been given within the past year.	Yes	4.2	62.7	32.9	.3
28.	There are a number of student groups that meet regularly to discuss intellectual and/or philosophic topics.	Yes	10.3	43.5	45.7	.6
34.	Little money is generally available for inviting outstanding people to give public lectures.	Disagree	74.0	23.9	-	1.9
59.	The student newspaper comments regularly on important issues and ideas (in addition to carrying out the more cutomary tasks of student newspapers).	Agree	51.0	48.5	-	.6
69.	Many opportunities exist outside the classroom for intellectual and aesthetic self-expression on the part of students.	Agree	31.5	64.9	-	3.6

NORTHERN ALBERTA INSTITUTE OF TECHNOLOGY

(2) FREEDOM [F]: the extent of academic freedom for faculty and students as well as freedom in their personal lives for all individuals in the campus community.

Institutional $\overline{X}$ = 8.10 V = 4.49 SD = 2.12

	Item Description	Response Key	Yes/Agree	No/Disagree	Don't Know	No Response
11.	There are no written regulations regarding student dress.	Yes	46.8	38.4	14.2	.6
19.	In the past two years, administrators or the governing board have countermanded one or more invitations from student groups to controversial speakers.	No	3.3	37.0	59.3	.3
25.	The institution imposes certain restrictions on off-campus political activities by faculty members.	No	17.0	55.2	27.0	.8
33.	An essentially free student newspaper exists on this campus (with accountability mainly to its readership).	Agree	93.0	6.1	-	.8
42.	Religious authority has meant some curtailment of academic freedom for faculty and students.	Disagree	5.0	94.2	-	.8
50.	Certain radical student organizations, such as Students for a Democratic Society, are not, or probably would not be allowed to organize chapters on this campus.	Disagree	33.7	62.1	-	4.2
57.	Certain highly controversial figures in public life are not allowed or probably would not be allowed to address students.	Disagree	20.9	74.3	-	4.7
58.	Eccentric convictions and unpopular beliefs among faculty members are generally not frowned upon by senior administrators or governing board members.	Agree	45.2	52.7	-	2.2
64.	Faculty members feel free to express radical political beliefs in their classrooms.	Agree	24.5	72.7	-	2.8
67.	The governing authority strongly supports the principle of academic freedom for faculty and students to discuss any topic they may choose.	Agree	39.6	58.2	-	2.2
74.	Institutional authorities have reprimanded faculty members who have publicly registered their dissent concerning policies of the provincial or federal government.	Disagree	17.2	72.7	-	10.0
75.	Idiosyncratic or nonconformist student personal styles and appearances - e.g., beards, long hair - tend to be viewed with disfavor by institutional authorities.	Disagree	19.8	77.4	-	2.8

NORTHERN ALBERTA INSTITUTE OF TECHNOLOGY

(3) HUMAN DIVERSITY [HD]: the degree to which the faculty and student body are heterogeneous in their backgrounds and attitudes

Institutional $\overline{X}$ = 7.75 V = 3.24 SD = 1.80

	Item Description	Response Key	Yes/Agree	No/Disagree	Don't Know	No Response
5.	There are provisons by which some numbers of educationally disadvantaged students may be admitted to the institution without meeting the normal entrance requirements.	Yes	69.6	7.5	22.6	.3
14.	This institution deliberately seeks to admit a student body in which a variety of attitudes and values will be present.	Yes	17.3	47.9	33.4	1.4
16.	When this instituion is looking for new faculty, it goes primarily to a few nearby graduate schools.	No	6.4	71.9	20.9	.8
22.	A concerted effort is made to attract students of diverse ethnic and social backgrounds.	Yes	19.8	52.1	27.6	.6
26.	One of the methods used to influence the flavor of the institution is to try to select students with fairly similar personality traits.	No	3.3	78.0	17.8	.8
31.	This institution tends to attract students from a somewhat restricted range of socio economic backgrounds.	Disagree	35.9	62.6	-	1.4
38.	A visitor to this campus would most certainly notice the presence of poets, painters, and political activists.	Agree	4.4	93.6	-	1.9
43.	When recruiting new faculty, care is taken to seek candidates with a particular set of personal values.	Disagree	38.2	59.6	-	2.2
45.	A wide variety of religious backgrounds and beliefs are represented among the *faculty*.	Agree	93.6	5.1	-	1.4
46.	A wide variety of religious backgrounds and beliefs are represented in the *student* body.	Agree	90.5	7.5	-	1.9
56.	Compared with most other institutions, fewer minority groups are represented on this campus.	Disagree	41.2	55.7	-	3.1
68.	Students or faculty members whose records contain suggestions of unsual characteristics - e.g., bizarre dress, unpopular ideas, etc. - are not encouraged to remain here.	Disagree	36.5	60.4	-	3.1

NORTHERN ALBERTA INSTITUTE OF TECHNOLOGY

(4) CONCERN FOR IMPROVEMENT OF SOCIETY [IS]: the desire among people at the institution to apply their knowledge and skills in solving social problems and in promoting social change in Alberta and Canada.

Institutional $\overline{X}$ = 3.67 V = 7.16 SD = 2.68

	Item Description	Response Key	Yes/Agree	No/Disagree	Don't Know	No Response
6.	There are programs and/or organizations at this institution which are directly concerned with solving pressing social problems, e.g., race relations, urban blight, rural poverty, etc.	Yes	14.2	54.9	30.4	.6
7.	A number of instructors have been involved in the past few years with economic planning at either the national, regional, or provincial level.	Yes	13.1	32.6	52.9	1.4
12.	Instructors from this institution have been actively involved in framing provincial or federal legislation in the areas of health, education, or welfare.	Yes	16.2	47.6	35.7	.6
15.	Quite a number of students are associated with organizations that actively seek to reform society in one way or another.	Yes	6.7	55.7	37.3	.3
21.	This institution, through the efforts of individuals and/or specially created institutes or centers, is actively engaged in projects aimed at improving the quality of urban life.	Yes	24.8	46.2	28.4	.6
27.	A number of faculty members or administrators from this institution have gone to Edmonton or Ottawa to participate in planning various social development and welfare programs.	Yes	9.2	35.4	54.9	.6
30.	Many faculty members would welcome the opportunity to participate in laying plans for broad social and economic reforms in Canadian society.	Agree	47.6	49.8	-	2.5
37.	Application of knowledge and talent to the solution of social problems is a mission of this institution that is widely supported by faculty and administrators.	Agree	27.8	70.2	-	1.9
55.	The notion of post-secondary institutions assuming leadership in bringing about social change is not an idea that is or would be particularly popular on this campus.	Disagree	60.5	36.8	-	2.8
63.	Senior administrators generally support (or would support) faculty members who spend time away from the campus consulting with governmental agencies about social, economic, and related matters.	Agree	50.7	46.0	-	3.3
72.	Most faculty on this campus tend to be reasonably satisfied with the status quo of Canadian society.	Disagree	74.6	22.0	-	3.3
73.	The governing authority does not consider active engagement in resolving major social ills to be an appropriate institutional function.	Disagree	76.3	20.0	-	3.6

NORTHERN ALBERTA INSTITUTE OF TECHNOLOGY

[illegible]

[illegible]

Item Description	Response Key	Yes/Agree	No/Disagree	Don't Know	No Response
[illegible]	Yes	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	Yes	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	Disagree	[illegible]	[illegible]	-	[illegible]
[illegible]	Disagree	[illegible]	[illegible]	-	[illegible]
[illegible]	Agree	[illegible]	[illegible]	-	[illegible]
[illegible]	Disagree	[illegible]	[illegible]	-	[illegible]
[illegible]	Agree	[illegible]	[illegible]	-	[illegible]
[illegible]	Disagree	[illegible]	[illegible]	-	[illegible]
[illegible]	Disagree	[illegible]	[illegible]	-	[illegible]
[illegible]	Agree	[illegible]	[illegible]	-	[illegible]
[illegible]	Agree	[illegible]	[illegible]	-	[illegible]
[illegible]	Agree	[illegible]	[illegible]	-	[illegible]

NORTHERN ALBERTA INSTITUTE OF TECHNOLOGY

(a) DEMOCRATIC GOVERNANCE (DG): The extent to which individuals in the campus community who are directly affected by a decision have the opportunity to participate in making the decision.

Institutional $\bar{X}$ = 4.26 V = 10.05 SE = 3.31

Item Description	Response Key	Yes/Agree	No/Disagree	Don't Know	No Response
29. In general, decision making is decentralized whenever feasible at NAIT.	Agree	65.6	33.5	-	.8
32. Meaningful arrangements exist for expression of student opinion regarding institutional policies.	Agree	75.8	22.6	-	1.7
35. In dealing with institutional problems, attempts are generally made to involve interested people without regard to their formal position or hierarchical status.	Agree	47.2	49.1	-	3.4
41. This institution tends to be dominated by a single "official" point of view.	Disagree	53.5	46.2	-	.3
44. Power here tends to be widely dispersed rather than tightly held.	Agree	39.5	59.3	-	1.1
47. Serious consideration is given to student opinion when policy decisions affecting students are made.	Agree	66.3	31.2	-	2.5
49. In reality, a small group of individuals tends to pretty much run this institution.	Disagree	59.4	38.4	-	2.2
51. Governance of this institution is clearly in the hands of the administration.	Disagree	74.9	22.9	-	2.2
53. In arriving at institutional policies, attempts are generally made to involve all the individuals who will be directly affected.	Agree	53.2	44.6	-	2.2
63. There is wide faculty involvement in important decisions about how the institution is run.	Agree	29.8	69.4	-	.8
65. Students, faculty and administrators all have opportunities for meaningful involvement in campus governance.	Agree	51.0	46.8	-	2.2
70. A concept of "shared authority" (by which the faculty and administration arrive at decisions jointly) describes fairly well the system of governance at this campus.	Agree	14.8	82.3	-	2.8

NORTHERN ALBERTA INSTITUTE OF TECHNOLOGY

(7) MEETING LOCAL NEEDS (I-N): Institutional emphasis on providing educational and cultural opportunities for all adults in the surrounding community(s).

Institutional $\bar{X}$ = 10.45 V = 1.88 SD = 1.37

	Item Description	Response Key	Yes/Agree	No/Disagree	Don't Know	No Response
76.	This institution provides an adult education program, e.g., evening courses open to local area residents.	Yes	98.1	.8	1.1	-
78.	Courses are offered through which local area residents may be retrained or upgraded in their job skills.	Yes	93.3	3.1	2.2	1.4
80.	Counseling services are available to adults in the local area seeking information about educational and occupational matters.	Yes	87.5	3.9	8.4	.3
83.	There is a job placement service through which local employers may hire students for full- or part-time work.	Yes	88.9	4.7	5.8	.6
86.	Facilities are made available to local groups and organizations for meetings, short courses, clinics, forums and the like.	Yes	75.0	6.1	18.7	.3
89.	There are a number of courses or programs that are designed to provide manpower for local area business, industry, or public services.	Yes	93.1	3.5	3.1	.3
90.	Courses dealing with artistic expression or appreciation are available to all adults in the local area.	Yes	46.5	32.0	20.8	.8
94.	The curriculum is deliberately designed to accommodate a great diversity in student ability levels and educational-vocational aspirations.	Yes	66.1	24.8	8.4	.6
98.	Attention is given to maintaining fairly close relationships with businesses and industries in the local area.	Yes	90.8	6.1	2.5	.6
122.	There are no courses or programs for students with educational deficiencies, i.e., remedial work.	Disagree	11.9	86.7	-	1.4
131.	The location of this school makes it easily accessible to students who live at home and commute.	Agree	75.5	22.5	-	1.9
133.	This institution considers its most valuable service to lie in educating the upper ten percent or so of secondary school graduates.	Disagree	6.5	91.8	-	1.7

NORTHERN ALBERTA INSTITUTE OF TECHNOLOGY

(8) SELF STUDY AND PLANNING (SP): the importance institutional leaders attach to continuous long-range planning for the total institution, and to institutional research directed towards formulated and revising plans.

Institutional $\bar{X}$ = 6.61 $\bar{X}$ = 10.21   SD = 3.20

Item Description	Response Key	Yes/Agree	No/Disagree	Don't Know	No Response
80. There is a long-range plan for the institution that is embodied in a written document for distribution throughout the institution.	Yes	18.9	43.5	37.3	.3
81. Reports of various institutional studies are announced generally and made available to the entire teaching and administrative staff.	Yes	42.6	40.4	16.2	.8
84. One or more individuals are presently engaged in long-range financial planning for the total institution.	Yes	54.0	7.2	37.9	.8
87. The institution has a long-range plan based on a reasonably clear statement of goals.	Yes	54.9	13.9	30.6	.6
91. At the present time, there is greater emphasis on departmental planning than on institution-wide planning.	No	22.6	29.0	48.2	.3
95. Analyses of the philosophy, purposes, and objectives of the institution are frequently conducted.	Yes	29.8	43.5	25.3	1.4
96. Planning at this institution is continuous rather than one-shot or completely non-existent.	Yes	57.9	12.8	28.7	.6
106. The change that has taken place at this institution in recent years has been more the result of internal and external pressures than of institutional purposes (and deliberate planning based thereon).	Disagree	67.4	27.5	-	5.0
111. Currently there is wide discussion and debate in the campus community about what the institution will or should be seeking to accomplish five to ten years in the future.	Agree	50.7	47.6	-	1.7
11[illegible]. Most administrators and faculty tend to see little real value in data-based institutional self-study.	Disagree	35.6	56.2	-	8.1
128. There is an institutional research agency at this institution which does more than simply gather facts for the administration.	Agree	29.8	64.9	-	5.3
135. Laying plans for the future of the institution is a high priority activity for many senior administrators.	Agree	69.6	25.3	-	5.0

NORTHERN ALBERTA INSTITUTE OF TECHNOLOGY

(9) CONCERN FOR ADVANCING KNOWLEDGE [AK]: the degree to which the institution, in its structure function and professional commitment of its faculty, emphasizes research and scholarship aimed at extending the scope of human knowledge.

Institutional $\bar{X}$ = 2.53 V = 4.63 SD = 2.15

Item Description	Response Key	Yes/Agree	No/Disagree	Don't Know	No Response
77. Research grants comprise a substantial portion of the institution's income.	Yes	2.8	79.4	17.3	.6
82. A number of departments frequently hold seminars or colloquia in which a visiting scholar discusses his ideas or research findings.	Yes	22.0	58.3	18.9	.8
85. Quite a number of faculty members have had books or articles published in the past two or three years.	Yes	8.9	46.2	44.8	-
88. There are a number of faculty members on campus whose appointments primarily entail research rather than teaching.	Yes	17.5	70.5	11.4	.6
92. The average teaching load in most departments is eight credit hours or fewer.	Yes	9.7	67.4	21.7	1.1
93. Faculty promotions generally are based primarily on scholarly publication.	Yes	8.4	78.6	12.8	.6
97. Extensive laboratory facilities exist for research in the natural sciences.	Yes	13.8	61.0	24.2	.8
102. In general, the governing authority is committed to the view that advancement of knowledge through research and scholarship is a major institutional purpose.	Agree	19.7	77.1	-	3.1
105. Few, if any, of the faculty could be regarded as having national or international reputations for their scientific or scholarly contributions.	Disagree	86.0	10.6	-	3.3
112. Instructors engaged in research that requires use of a computer have easy access to such equipment.	Agree	67.1	27.8	-	5.0
115. One or more important scientific breakthroughs have been achieved at this institution in the past five years.	Agree	5.3	90.2	-	4.5
130. Senior administrators do not consider advancement of knowledge through research to be an important institutional purpose.	Disagree	61.8	33.4	-	4.7

NORTHERN ALBERTA INSTITUTE OF TECHNOLOGY

(10) CONCERN FOR INNOVATION [CI]: the strength of institutional commitment to experimentation with new ideas for educational practice.

Institutional $\overline{X}$ = 6.94 V = 8.63 SD = 2.94

	Item Description	Response Key	Yes/Agree	No/Disagree	Don't Know	No Response
99.	There is a general willingness here to experiment with innovations that have shown promise at other institutions.	Agree	75.5	22.8	-	1.7
101.	In the last few years, there have been a number of major departures from old ways of doing things at this institution.	Agree	52.7	42.7	-	4.7
103.	A sense of tradition is so strong that it is difficult to modify established procedures or undertake new programs.	Disagree	27.8	69.9	-	2.2
104.	High-ranking administrators or department chairmen generally encourage instructors to experiment with new courses and teaching methods.	Agree	66.8	30.3	-	2.8
108.	It is almost impossible to obtain the necessary financial support to try out a new idea for educational practice.	Disagree	44.9	51.5	-	3.6
110.	There have been few significant changes in the overall curriculum in the past few years.	Disagree	49.8	47.9	-	2.2
116.	Proposed curricular changes seem to be accepted or rejected more on the basis of financial considerations than on assumed educational merit.	Disagree	44.0	52.4	-	3.6
117.	The curriculum committee of the institution concerns itself with basic curriculum issues rather than, for example, merely approving or disapproving new courses.	Agree	46.5	43.5	-	10.0
121.	Almost all ideas for innovations must receive the approval of top-level administrative officials before they can be tried out.	Disagree	56.3	41.2	-	2.5
123.	This institution would be willing to be among the first to experiment with a novel educational program or method if it appeared promising.	Agree	57.4	39.5	-	3.1
127.	There is an air of complacency among many of the staff, a general feeling that most things at the institution are all right as they are.	Disagree	50.9	46.5	-	2.5
130.	In my experience it has not been easy for new ideas about educational practice to receive a hearing.	Disagree	32.1	64.6	-	3.3

NORTHERN ALBERTA INSTITUTE OF TECHNOLOGY

(11) INSTITUTIONAL ESPRIT [IE]: the level of morale and sense of shared purpose among faculty and administrators.

Institutional $\overline{X}$ = 8.20 V = 8.03 SD = 2.83

	Item Description	Response Key	Yes/Agree	No/Disagree	Don't Know	No Response
100.	Most faculty members consider the senior administrators on campus to be able and well-qualified for their positions.	Agree	58.7	39.0	-	2.2
107.	Generally speaking, top-level administrators are providing effective educational leadership.	Agree	52.9	44.9	-	2.2
109.	Generally speaking, communication between the faculty and the administration is poor.	Disagree	52.6	46.5	-	.8
114.	Staff infighting, backbiting, and the like seem to be more the rule than the exception.	Disagree	21.2	77.2	-	1.7
115.	The institution is currently doing a successful job in achieving its various goals.	Agree	86.3	10.6	-	3.1
119.	Close personal friendships between administrators and faculty members are quite common.	Agree	49.9	44.0	-	6.1
120.	In comparison with most other institutions, faculty turnover here appears to be somewhat high.	Disagree	45.2	49.8	-	5.0
124.	Although they may criticize certain practices, most faculty seem to be very loyal to the institution.	Agree	86.9	12.0	-	1.1
125.	There is a strong sense of community, a feeling of shared interests and purposes, on this campus.	Agree	59.9	35.9	-	4.2
126.	In general, faculty morale is high.	Agree	63.5	33.7	-	2.8
129.	The faculty in general is strongly committed to the acknowledged purposes and ideals of the institution.	Agree	78.8	17.2	-	3.9
134.	Most faculty would not defend the institution against criticisms from outsiders.	Disagree	13.3	83.6	-	3.1

APPENDIX E

ALBERTA VOCATIONAL CENTRE CALGARY

DISTRIBUTION OF RESPONDENTS BY POSITION, YEARS IN INSTITUTION AND FIELD OF TEACHING INTEREST

SCALE ITEM RESPONSE FREQUENCIES

DISTRIBUTION OF RESPONDENTS BY POSITION

ALBERTA VOCATIONAL CENTRE CALGARY

	Number of Respondents	Percentage Response
FACULTY	39	88.6
ADMINISTRATORS	5	11.4
TOTAL	44	100.0

DISTRIBUTION OF RESPONDENTS BY YEARS IN INSTITUTION

ALBERTA VOCATIONAL CENTRE CALGARY

	Number of Respondents	Percentage Response
Less than one year	6	13.6
One to two years	7	15.9
Three to six years	19	43.2
Seven to twelve years	11	25.0
More than twelve years	1	2.3
TOTAL	44	100.0

DISTRIBUTION OF RESPONDENTS BY FIELD OF TEACHING INTEREST

ALBERTA VOCATIONAL CENTRE CALGARY

	Number of Respondents	Percentage Response
Biological and Health Sciences	5	11.4
Physical Sciences, Engineering, Mathematics	5	11.4
Social Sciences, Humanities	8	18.2
Fine and Performing Arts	0	0.0
Business, Management, Communications	6	13.6
Academic Upgrading	15	34.1
Other	5	11.4
TOTAL	44	100.0

ALBERTA VOCATIONAL CENTRE CALGARY

(1) INTELLECTUAL-AESTHETIC EXTRACURRICULUM [IAE]: the extent to which activities and opportunities for intellectual and aesthetic stimulation are available outside of the normal classroom setting.

Institutional $\overline{X} = 1.37$ $V = 2.37$ $SD = 1.54$

	Item Description	Response Key	Yes/Agree	No/Disagree	Don't Know	No Response
4.	There is a campus art gallery in which traveling exhibits or collections on loan are regularly displayed.	Yes	-	90.9	9.1	-
8.	Foreign films are shown regularly on or near campus.	Yes	9.1	72.7	18.2	-
10.	This institution attempts each year to sponsor a rich program of cultural events - lectures, concerts, plays, art exhibits, and the like.	Yes	4.5	90.9	4.5	-
13.	A number of nationally known scientists and/or scholars are invited to the campus each year to address student and faculty groups.	Yes	2.3	93.2	4.5	-
17.	At least one modern dance program has been presented in the past year.	Yes	2.3	79.5	15.9	2.3
18.	Students publish a literary magazine.	Yes	43.2	54.5	2.3	-
23.	At least one chamber music concert has been given within the past year.	Yes	-	90.9	9.1	-
24.	At least one poetry reading, open to the campus community, has been given within the past year.	Yes	-	84.1	15.9	-
28.	There are a number of student groups that meet regularly to discuss intellectual and/or philosophic topics.	Yes	-	70.5	27.3	2.3
34.	Little money is generally available for inviting outstanding people to give public lectures.	Disagree	81.8	18.2	-	-
59.	The student newspaper comments regularly on important issues and ideas (in addition to carrying out the more customary tasks of student newspapers).	Agree	31.8	65.9	-	2.3
69.	Many opportunities exist outside the classroom for intellectual and aesthetic self-expression on the part of students.	Agree	18.2	81.8	-	-

ALBERTA VOCATIONAL CENTRE CALGARY

(1) FREEDOM (FR): the extent of academic freedom for faculty and students as well as freedom in their personal lives for all individuals in the campus community.

Institutional $\overline{X}$ = 9.17 V = 4.16 SD = 2.04

	Item Description	Response Key	Yes/Agree	No/Disagree	Don't Know	No Response
11.	There are no written regulations regarding student dress.	Yes	68.2	27.3	4.5	-
[illegible]	In the past few years, administrators or the governing board have countermanded or withdrawn invitations from student groups to controversial speakers.	No	-	59.1	40.9	-
25.	The institution imposes certain restrictions on off-campus political activities by faculty members.	No	2.3	86.4	11.4	-
31.	An essentially free student newspaper exists on this campus (with accountability mainly to its readership).	Agree	88.6	11.4	-	-
42.	Religious authority has meant some curtailment of academic freedom for faculty and students.	Disagree	2.3	97.7	-	-
[illegible]	Certain radical student organizations, such as Students for a Democratic Society, are not, or probably would not be allowed to organize chapters on this campus.	Disagree	52.3	40.9	-	6.8
51.	Certain highly controversial figures in public life are not allowed or probably would not be allowed to address students.	Disagree	25.0	72.7	-	2.3
57.	Eccentric convictions and unusual beliefs among faculty members are generally not frowned upon by senior administrators or governing board members.	Agree	85.2	12.5	-	2.3
64.	Faculty members feel free to express radical political beliefs in their classrooms.	Agree	38.7	56.8	-	4.5
67.	The governing authority strongly supports the principle of academic freedom for faculty and students to discuss any topic they may choose.	Agree	77.2	22.8		-
70.	Institutional authorities have reprimanded faculty members who have publicly registered their dissent concerning policies of the provincial or federal government.	Disagree	13.7	79.5	-	6.8
75.	Idiosyncratic or nonconformist student personal styles and appearances - e.g., beards, long hair - tend to be viewed with disfavor by institutional authorities.	Disagree	9.1	90.9	-	-

ALBERTA VOCATIONAL CENTRE CALGARY

(3) HUMAN DIVERSITY [HD]: the degree to which the faculty and student body are heterogeneous in their backgrounds and attitudes

Institutional $\overline{X}$ = 2.78   V = 1.03   SD = 1.01

Item Description	Response Key	Yes/Agree	No/Disagree	Don't Know	No. Response
5. There are provisions by which some numbers of educationally disadvantaged students may be admitted to the institution without meeting the normal entrance requirements.	Yes	88.6	-	11.4	-
14. This institution deliberately seeks to admit a student body in which a variety of attitudes and values will be present.	Yes	20.5	54.5	25.0	-
16. When this institution is looking for new faculty, it goes primarily to a few nearby graduate schools.	No	-	65.9	34.1	-
22. A concerted effort is made to attract students of diverse ethnic and social backgrounds.	Yes	18.2	61.4	20.5	-
25. One of the methods used to influence the flavor of the institution is to try to select students with fairly similar personality traits.	No	2.3	86.4	11.4	-
31. This institution tends to attract students from a somewhat restricted range of socioeconomic backgrounds.	Disagree	88.7	11.3	-	-
38. A visitor to this campus would most certainly notice the presence of poets, painters, and political activists.	Agree	-	100.0	-	-
43. When recruiting new faculty, care is taken to seek candidates with a particular set of personal values.	Disagree	27.3	72.7	-	-
45. A wide variety of religious backgrounds and beliefs are represented among the faculty.	Agree	97.7	2.3	-	-
46. A wide variety of religious backgrounds and beliefs are represented in the student body.	Agree	95.5	4.5	-	-
56. Compared with most other institutions, fewer minority groups are represented on this campus.	Disagree	27.3	72.8	-	-
62. Students or faculty members whose records contain suggestions of unusual characteristics – e.g., bizarre dress, unpopular ideas, etc. – are not encouraged to remain here.	Disagree	18.2	77.3	-	4.5

ALBERTA VOCATIONAL CENTRE CALGARY

(4) CONCERN FOR IMPROVEMENT OF SOCIETY [IS]: the desire among people at the institution to apply their knowledge and skills in solving social problems and in promoting social change in Alberta and Canada.

Institutional $\overline{X}$ = 4.61 V = 7.86 SD = 2.80

Item Description	Response Key	Yes/Agree	No/Disagree	Don't Know	No Response
6. There are programs and/or organizations at this institution which are directly concerned with solving pressing social problems, e.g., race relations, urban blight, rural poverty, etc.	Yes	29.5	50.0	20.5	-
7. A number of instructors have been involved in the past few years with economic planning at either the national, regional, or provincial level.	Yes	11.4	56.8	31.8	-
12. Instructors from this institution have been actively involved in framing provincial or federal legislation in the areas of health, education, or welfare.	Yes	9.1	63.6	27.3	-
15. Quite a number of students are associated with organizations that actively seek to reform society in one way or another.	Yes	4.5	54.5	40.9	-
21. This institution, through the efforts of individuals and/or specially created institutes or centers, is actively engaged in projects aimed at improving the quality of urban life.	Yes	34.1	52.3	13.6	-
27. A number of faculty members or administrators from this institution have gone to Edmonton or Ottawa to participate in planning various social development and welfare programs.	Yes	11.4	47.7	40.9	-
30. Many faculty members would welcome the opportunity to participate in laying plans for broad social and economic reforms in Canadian society.	Agree	56.8	43.2	-	-
37. Application of knowledge and talent to the solution of social problems is a mission of this institution that is widely supported by faculty and administrators.	Agree	47.7	52.3	-	-
55. The notion of post-secondary institutions assuming leadership in bringing about social change is not an idea that is or would be particularly popular on this campus.	Disagree	40.9	59.1	-	-
63. Senior administrators generally support (or would support) faculty members who spend time away from the campus consulting with governmental agencies about social, economic, and related matters.	Agree	65.9	34.1	-	-
72. Most faculty on this campus tend to be reasonably satisfied with the status quo of Canadian society.	Disagree	79.5	20.5	-	-
73. The governing authority does not consider active engagement in resolving major social ills to be an appropriate institutional function.	Disagree	65.9	31.8	-	2.3

ALBERTA VOCATIONAL CENTRE CALGARY

(5) CONCERN FOR UNDERGRADUATE LEARNING [UL]: the degree to which the institution in its structure, function and professional commitment of its faculty emphasizes teaching and learning.

Institutional $\overline{X}$ = 8.25　　V = 4.83　　SD = 2.20

Item Description	Response Key	Yes/Agree	No/Disagree	Don't Know	No Response
9. There are established procedures by which students may propose new courses.	Yes	2.3	70.5	27.3	-
20. Faculty promotion and tenure are based primarily on an estimate of teaching effectiveness.	Yes	31.8	45.5	22.7	-
35. Generally speaking, there is not very much contact between instructors and students outside the classroom.	Disagree	25.0	75.0	-	-
36. Senior instructors seldom teach lower level courses.	Disagree	31.8	78.2	-	-
40. Either tutorials or extensive independent studies are important features of the curriculum.	Agree	59.1	40.9	-	-
48. How best to communicate knowledge to students is not a question that seriously concerns a very large proportion of the faculty.	Disagree	22.7	75.0	-	2.3
52. Instructors get to know most students in their classes quite well.	Agree	93.2	6.8	-	-
54. Most faculty members do not wish to spend much time in talking with students about students' personal interests and concerns.	Disagree	15.9	84.1	-	-
61. Because of the pressure of other commitments, many instructors are unable to prepare adequately for their courses.	Disagree	27.3	72.8	-	-
62. Most faculty members are quite sensitive to the interests, needs, and aspirations of students.	Agree	97.8	2.3	-	-
66. In recruiting new faculty members, department chairmen or other administrators generally attach greatest importance to demonstrated teaching ability.	Agree	70.4	29.5	-	-
71. Capable students are encouraged to collaborate with faculty on research projects or to carry out studies of their own.	Agree	56.8	43.1	-	-

ALBERTA VOCATIONAL CENTRE CALGARY

(6) DEMOCRATIC GOVERNANCE [DG]: "the extent to which individuals in the campus community who are directly affected by a decision have the opportunity to participate in making the decision.

Institutional $\overline{X}$ = 15.33 V = 16.42 SD = 4.05

Item Description	Response Key	Yes/Agree	No/Disagree	Don't Know	No Response
29. In general, decision making is decentralized whenever feasible or workable.	Agree	63.6	34.1	-	2.3
32. Meaningful arrangements exist for expression of student opinion regarding institutional policies.	Agree	52.3	47.7	-	-
39. In dealing with institutional problems, attempts are generally made to involve interested people without regard to their formal position or hierarchical status.	Agree	38.7	61.4	-	-
41. This institution tends to be dominated by a single "official" point of view.	Disagree	50.0	47.7	-	2.3
44. Power here tends to be widely dispersed rather than tightly held.	Agree	47.7	50.0	-	2.3
47. Serious consideration is given to student opinion when policy decisions affecting students are made.	Agree	52.3	45.5	-	2.3
49. In reality, a small group of individuals tends to pretty much run this institution.	Disagree	70.4	29.5	-	-
51. Governance of this institution is clearly in the hands of the administration.	Disagree	81.8	18.2	-	-
53. In arriving at institutional policies, attempts are generally made to involve all the individuals who will be directly affected.	Agree	59.1	40.9	-	-
60. There is wide faculty involvement in important decisions about how the institution is run.	Agree	31.8	65.9	-	2.3
65. Students, faculty and administrators all have opportunities for meaningful involvement in campus governance.	Agree	38.6	56.8	-	4.5
70. A concept of "shared authority" (by which the faculty and administration arrive at decisions jointly) describes fairly well the system of governance on this campus.	Agree	45.4	54.6	-	-

ALBERTA VOCATIONAL CENTRE CALGARY

(7) MEETING LOCAL NEEDS [illegible]: Institutional emphasis on providing educational and cultural opportunities for all adults in the surrounding community(s).

Institutional $\overline{X} = 9.09$ V = 1.42 SD = 1.19

Item Description	Response Key	Yes/Agree	No/Disagree	Don't Know	No Response
76. This institution operates an adult education program, e.g., evening courses open to local area residents.	Yes	100.0	-	-	-
78. Courses are offered through which local area residents may be retrained or up-graded in their job skills.	Yes	97.7	2.3	-	-
80. Counseling services are available to adults in the local area seeking information about educational and occupational matters.	Yes	100.0	-	-	-
83. There is a job placement service through which local employers may hire students for full- or part-time work.	Yes	40.9	40.9	18.2	-
86. Facilities are made available to local groups and organizations for meetings, short courses, clinics, forums and the like.	Yes	63.6	13.6	22.7	-
89. There are a number of courses or programs that are designed to provide manpower for local area business, industry, or public services.	Yes	86.4	13.6	-	-
90. Courses dealing with artistic expression or appreciation are available to all adults in the local area.	Yes	11.4	86.4	2.3	-
94. The curriculum is deliberately designed to accommodate a great diversity in student ability levels and educational-vocational aspirations.	Yes	88.6	9.1	2.3	-
98. Attention is given to maintaining fairly close relationships with businesses and industries in the local area.	Yes	50.0	22.7	27.3	-
122. There are no courses or programs for students with educational deficiences, i.e., remedial work.	Disagree	4.6	95.5	-	-
131. The location of this campus makes it easily accessible to students who live at home and commute.	Agree	95.4	4.5	-	-
133. This institution considers its most valuable service to lie in educating the upper ten percent or so of secondary school graduates.	Disagree	2.3	97.7	-	-

ALBERTA VOCATIONAL CENTRE CALGARY

4(8) SELF STUDY AND PLANNING [SP]: the importance institutional leaders attach to continuous long-range planning for the total institution and to institutional research directed towards formulated and revising plans.

Institutional $\overline{X}$ = 6.17 V = 12.18 SD = 3.49

Item Description	Response Key	Yes/Agree	No/Disagree	Don't Know	No Response
79. There is a long-range plan for the institution that is embodied in a written document for distribution throughout the institution.	Yes	25.0	34.1	40.9	-
81. Reports of various institutional studies are announced generally and made available to the entire teaching and administrative staff.	Yes	50.0	34.1	15.9	-
84. One or more individuals are presently engaged in long-range financial planning for the total institution.	Yes	47.7	6.8	45.5	-
87. The institution has a long-range plan based on a reasonably clear statement of goals.	Yes	47.7	20.5	31.8	-
91. At the present time, there is greater emphasis on departmental planning than on institution-wide planning.	No	43.2	29.5	27.3	-
95. Analyses of the philosophy, purposes, and objectives of the institution are frequently conducted.	Yes	29.5	61.4	9.1	-
96. Planning at this institution is continuous rather than one-shot or completely non-existent.	Yes	70.5	13.6	15.9	-
106. The change that has taken place at this institution in recent years has been more the result of internal and external influences than of institutional purposes (and deliberate planning based thereon).	Disagree	61.4	38.6	-	-
111. Currently there is wide discussion and debate in the campus community about what the institution will or should be seeking to accomplish five to ten years in the future.	Agree	34.1	65.9	-	-
113. Most administrators and faculty tend to see little real value in data-based institutional self-study.	Disagree	36.3	59.0	-	4.5
128. There is an institutional research agency at this institution which does more than simply gather facts for the administration.	Agree	25.0	72.7	-	2.3
135. Laying plans for the future of the institution is a high priority activity for many senior administrators.	Agree	63.6	36.4	-	-

ALBERTA VOCATIONAL CENTRE CALGARY

(9) CONCERN FOR ADVANCING KNOWLEDGE [AK]: the degree to which the institution, in its structure function and professional commitment of its faculty, emphasizes research and scholarship aimed at extending the scope of human knowledge.

Institutional $\overline{X}$ = 2.03 V = 3.57 SD = 1.89

	Item Description	Response Key	Yes/Agree	No/Disagree	Don't Know	No Response
77.	Research grants comprise a substantial portion of the institution's income.	Yes	-	81.8	18.2	-
82.	A number of departments frequently hold seminars or colloquia in which a visiting scholar discusses his ideas or research findings.	Yes	15.9	77.3	6.8	-
85.	Quite a number of faculty members have had books or articles published in the past two or three years.	Yes	2.3	65.9	31.8	-
88.	There are a number of faculty members on campus whose appointments primarily entail research rather than teaching.	Yes	9.1	77.3	13.6	-
92.	The average teaching load in most departments is eight credit hours or fewer.	Yes	15.9	54.5	29.5	-
93.	Faculty promotions generally are based primarily on scholarly publication.	Yes	2.3	86.4	11.4	-
97.	Extensive laboratory facilities exist for research in the natural sciences.	Yes	13.6	61.4	25.0	-
102.	In general, the governing authority is committed to the view that advancement of knowledge through research and scholarship is a major institutional purpose.	Agree	18.2	81.8	-	-
105.	Few, if any, of the faculty could be regarded as having national or international reputations for their scientific or scholarly contributions.	Disagree	93.2	6.8	-	-
112.	Instructors engaged in research that requires use of a computer have easy access to such equipment.	Agree	31.8	61.3	-	6.8
118.	One or more important scientific breakthroughs have been achieved at this institution in the past five years.	Agree	4.6	95.4	-	-
132.	Senior administrators do not consider advancement of knowledge through research to be an important institutional purpose.	Disagree	47.7	50.0	-	2.3

ALBERTA VOCATIONAL CENTRE CALGARY

(10) CONCERN FOR INNOVATION [CI]: the strength of institutional commitment to experimentation with new ideas for educational practice.

Institutional $\overline{X}$ = 7.44 V = 9.00 SD = 3.00

	Item Description	Response Key	Yes/Agree	No/Disagree	Don't Know	No Response
99.	There is a general willingness here to experiment with innovations that have shown promise at other institutions.	Agree	79.6	20.4	-	-
101.	In the last few years, there have been a number of major departures from old ways of doing things at this institution.	Agree	59.1	38.6	-	2.3
103.	A sense of tradition is so strong that it is difficult to modify established procedures or undertake new programs.	Disagree	22.8	77.2	-	-
104.	High-ranking administrators or department chairmen generally encourage instructors to experiment with new courses and teaching methods.	Agree	70.5	29.6	-	-
108.	It is almost impossible to obtain the necessary financial support to try out a new idea for educational practice.	Disagree	36.4	63.7	-	-
110.	There have been few significant changes in the overall curriculum in the past few years.	Disagree	36.4	59.1	-	4.5
116.	Proposed curricular changes seem to be accepted or rejected more on the basis of financial considerations than on assumed educational merit.	Disagree	43.1	54.5	-	2.3
117.	The curriculum committee of the institution concerns itself with basic curriculum issues rather than, for example, merely approving or disapproving new courses.	Agree	56.8	38.6	-	4.5
121.	Almost all ideas for innovations must receive the approval of top-level administrative officials before they can be tried out.	Disagree	54.6	45.5	-	-
123.	This institution would be willing to be among the first to experiment with a novel educational program or method if it appeared promising.	Agree	65.9	31.8	-	2.3
127.	There is an air of complacency among many of the staff, a general feeling that most things at the institution are all right as they are.	Disagree	70.5	29.5	-	-
130.	In my experience it has not been easy for new ideas about educational practice to receive a hearing.	Disagree	29.5	70.5	-	-

ALBERTA VOCATIONAL CENTRE CALGARY

(11) INSTITUTIONAL ESPRIT [IE]: the level of morale and sense of shared purpose among faculty and administrators.

Institutional $\overline{X}$ = 9.49 V = 8.68 SD = 2.59

Item Description	Response Key	Yes/Agree	No/Disagree	Don't Know	No Response
103. Most faculty members consider the senior administrators on campus to be able and well-qualified for their positions.	Agree	75.0	25.0	-	-
107. Generally speaking, top-level administrators are providing effective educational leadership.	Agree	59.0	38.6	-	2.3
109. Generally speaking, communication between the faculty and the administration is poor.	Disagree	45.4	52.3	-	2.3
114. Staff infighting, backbiting, and the like seem to be more the rule than the exception.	Disagree	22.7	77.2	-	-
115. The institution is currently doing a successful job in achieving its various goals.	Agree	72.8	27.3	-	-
119. Close personal friendships between administrators and faculty members are quite common.	Agree	70.4	25.0	-	4.5
120. In comparison with most other institutions, faculty turnover here appears to be somewhat high.	Disagree	2.3	97.7	-	-
124. Although they may criticize certain practices, most faculty seem to be very loyal to the institution.	Agree	95.4	4.6	-	-
125. There is a strong sense of community, a feeling of shared interests and purposes, on this campus.	Agree	75.0	20.5	-	4.5
126. In general, faculty morale is high.	Agree	81.8	15.9	-	2.3
129. The faculty in general is strongly committed to the acknowledged purposes and ideals of the institution.	Agree	86.4	11.4	-	2.3
134. Most faculty would not defend the institution against criticisms from outsiders.	Disagree	15.9	84.1	-	-

APPENDIX F

ALBERTA VOCATIONAL CENTRE EDMONTON

DISTRIBUTION OF RESPONDENTS BY POSITION, YEARS IN INSTITUTION AND FIELD OF TEACHING INTEREST

SCALE ITEM RESPONSE FREQUENCIES

DISTRIBUTION OF RESPONDENTS BY POSITION

ALBERTA VOCATIONAL CENTRE EDMONTON

	Number of Respondents	Percentage Response
FACULTY	56	94.9
ADMINISTRATORS	3	5.1
TOTAL.	59	100.0

DISTRIBUTION OF RESPONDENTS BY YEARS IN INSTITUTION

ALBERTA VOCATIONAL CENTRE EDMONTON

	Number of Respondents	Percentage Response
Less than one year	12	20.3
One to two years	12	20.3
Three to six years	22	37.3
Seven to twelve years	13	22.0
More than twelve years	0	0.0
TOTAL	59	100.0

DISTRIBUTION OF RESPONDENTS BY FIELD OF TEACHING INTEREST

ALBERTA VOCATIONAL CENTRE EDMONTON

	Number of Respondents	Percentage Response
Biological and Health Sciences	9	15.3
Physical Sciences, Engineering Mathematics	3	5.1
Social Sciences, Humanities	3	5.1
Fine and Performing Arts	0	0.0
Business, Management, Communications	4	6.8
Academic Upgrading	34	57.6
Other	6	10.2
TOTAL	59	100.0

ALBERTA VOCATIONAL CENTRE EDMONTON

(1) INTELLECTUAL-AESTHETIC EXTRACURRICULUM [IAE]: the extent to which activities and opportunities for intellectual and aesthetic stimulation are available outside of the normal classroom setting.

Institutional $\overline{X}$ = 1.32 V = 2.31 SD = 1.52

	Item Description	Response Key	Yes/Agree	No/Disagree	Don't Know	No Response
4.	There is a campus art gallery in which traveling exhibits or collections on loan are regularly displayed.	Yes	1.7	94.9	1.7	1.7
8.	Foreign films are shown regularly on or near campus.	Yes	5.1	76.3	15.3	3.4
10.	This institution attempts each year to sponsor a rich program of cultural events - lectures, concerts, plays, art exhibits, and the like.	Yes	6.8	88.1	1.7	3.4
13.	A number of nationally known scientists and/or scholars are invited to the campus each year to address student and faculty groups.	Yes	3.4	89.8	5.1	1.7
17.	At least one modern dance program has been presented in the past year.	Yes	3.4	64.4	32.2	-
18.	Students publish a literary magazine.	Yes	25.4	69.5	3.4	1.7
23.	At least one chamber music concert has been given within the past year.	Yes	1.7	93.2	5.1	-
24.	At least one poetry reading, open to the campus community, has been given within the past year.	Yes	10.2	78.0	11.9	-
28.	There are a number of student groups that meet regularly to discuss intellectual and/or philosophic topics.	Yes	78.0	22.0	-	-
34.	Little money is generally available for inviting outstanding people to give public lectures.	Disagree	69.4	25.4	-	5.1
59.	The student newspaper comments regularly on important issues and ideas (in addition to carrying out the more cutomary tasks of student newspapers).	Agree	22.0	76.2	-	1.7
63.	Many opportunities exist outside the classroom for intellectual and aesthetic self-expression on the part of students.	Agree	13.6	84.8	-	1.7

ALBERTA VOCATIONAL CENTRE EDMONTON

(2) FREEDOM [F]: the extent of academic freedom for faculty and students as well as freedom in their personal lives for all individuals in the campus community.

Institutional $\overline{X} = 9.19$ V = 4.68 SD = 2.16

Item Description	Response Key	Yes/Agree	No/Disagree	Don't Know	No Response
11. There are no written regulations regarding student dress.	Yes	52.5	39.0	8.5	-
19. In the past two years, administrators or the governing board have countermanded one or more invitations from student groups to controversial speakers.	No	1.7	59.3	39.0	-
25. The institution imposes certain restrictions on off-campus political activities by faculty members.	No	-	83.1	16.9	-
33. An essentially free student newspaper exists on this campus (with accountability mainly to its readership).	Agree	52.5	47.5	-	-
42. Religious authority has meant some curtailment of academic freedom for faculty and students.	Disagree	-	100.0	-	
50. Certain radical student organizations, such as Students for a Democratic Society, are not, or probably would not be allowed to organize chapters on this campus.	Disagree	45.8	47.5	-	6.8
57. Certain highly controversial figures in public life are not allowed or probably would not be allowed to address students.	Disagree	18.7	79.6	-	1.7
58. Eccentric convictions and unpopular beliefs among faculty members are generally not frowned upon by senior administrators or governing board members.	Agree	69.5	28.8	-	1.7
64. Faculty members feel free to express radical political beliefs in their classrooms.	Agree	52.5	42.4	-	5.1
67. The governing authority strongly supports the principle of academic freedom for faculty and students to discuss any topic they may choose.	Agree	78.0	20.3	-	1.7
74. Institutional authorities have reprimanded faculty members who have publicly registered their dissent concerning policies of the provincial or federal government.	Disagree	3.4	84.7	-	11.9
75. Idiosyncratic or nonconformist student personal styles and appearances - e.g., beards, long hair - tend to be viewed with disfavor by institutional authorities.	Disagree	6.8	93.2	-	-

ALBERTA VOCATIONAL CENTRE EDMONTON

(3) HUMAN DIVERSITY [HD]: the degree to which the faculty and student body are heterogeneous in their backgrounds and attitudes

Institutional $\overline{X} = 7.46$ $V = 2.65$ $SD = 1.63$

	Item Description	Response Key	Yes/Agree	No/Disagree	Don't Know	No Response
5.	There are provisons by which some numbers of educationally disadvantaged students may be admitted to the institution without meeting the normal entrance requirements.	Yes	72.9	3.4	22.0	1.7
14.	This institution deliberately seeks to admit a student body in which a variety of attitudes and values will be present.	Yes	16.9	67.8	15.3	-
16.	When this institution is looking for new faculty, it goes primarily to a few nearby graduate schools.	No	3.4	64.4	32.2	-
22.	A concerted effort is made to attract students of diverse ethnic and social backgrounds.	Yes	27.1	59.3	13.6	-
26.	One of the methods used to influence the flavor of the institution is to try to select students with fairly similar personality traits.	No	1.7	89.8	8.5	-
31.	This institution tends to attract students from a somewhat restricted range of socio-economic backgrounds.	Disagree	88.1	10.2	-	1.7
33.	A visitor to this campus would most certainly notice the presence of poets, painters, and political activists.	Agree	8.5	89.8		1.7
43.	When recruiting new faculty, care is taken to seek candidates with a particular set of personal values.	Disagree	47.5	37.3	-	3.4
45.	A wide variety of religious backgrounds and beliefs are represented among the faculty.	Agree	91.5	6.8	-	1.7
46.	A wide variety of religious backgrounds and beliefs are represented in the student body.	Agree	91.5	6.8	-	1.7
59.	Compared with most other institutions, fewer minority groups are represented on this campus.	Disagree	13.6	86.4	-	-
68.	Students or faculty members whose records contain suggestions of unusual characteristics - e.g., bizarre dress, unpopular ideas, etc. - are not encouraged to remain here.	Disagree	22.0	76.3	-	1.7

ALBERTA VOCATIONAL CENTRE EDMONTON

(4) CONCERN FOR IMPROVEMENT OF SOCIETY [IS]: the desire among people at the institution to apply their knowledge and skills in solving social problems and in promoting social change in Alberta and Canada.

Institutional $\bar{X}$ = 4.24 V = 6.00 SD = 2.45

Item Description	Response Key	Yes/Agree	No/Disagree	Don't Know	No Response
6. There are programs and/or organizations at this institution which are directly concerned with solving pressing social problems, e.g., race relations, urban blight, rural poverty, etc.	Yes	28.8	59.3	10.2	1.7
7. A number of instructors have been involved in the past few years with economic planning at either the national, regional, or provincial level.	Yes	3.4	61.0	32.2	3.4
12. Instructors from this institution have been actively involved in framing provincial or federal legislation in the areas of health, education, or welfare.	Yes	8.5	66.1	25.4	-
15. Quite a number of students are associated with organizations that actively seek to reform society in one way or another.	Yes	6.8	59.3	33.9	-
21. This institution, through the efforts of individuals and/or specially created institutes or centers, is actively engaged in projects aimed at improving the quality of urban life.	Yes	23.7	62.7	13.6	-
27. A number of faculty members or administrators from this institution have gone to Edmonton or Ottawa to participate in planning various social development and welfare programs.	Yes	8.5	64.4	27.1	-
30. Many faculty members would welcome the opportunity to participate in laying plans for broad social and economic reforms in Canadian society.	Agree	45.8	45.8	-	8.5
37. Application of knowledge and talent to the solution of social problems is a mission of this institution that is widely supported by faculty and administrators.	Agree	32.2	67.8	-	-
55. The notion of post-secondary institutions assuming leadership in bringing about social change is not an idea that is or would be particularly popular on this campus.	Disagree	37.3	59.3	-	3.4
65. Senior administrators generally support (or would support) faculty members who spend time away from the campus consulting with governmental agencies about social, economic, and related matters.	Agree	75.2	23.7	-	5.1
72. Most faculty on this campus tend to be reasonably satisfied with the status quo of Canadian society.	Disagree	59.3	33.9	-	6.8
73. The governing authority does not consider active engagement in resolving major social ills to be an appropriate institutional function.	Disagree	57.6	37.3	-	5.1

ALBERTA VOCATIONAL CENTRE EDMONTON

(5) CONCERN FOR UNDERGRADUATE LEARNING [UL]: the degree to which the institution in its structure, function and professional commitment of its faculty emphasizes teaching and learning.

Institutional $\overline{X}$ = 8.29 V = 2.85 SD = 1.69

	Item Description	Response Key	Yes/Agree	No/Disagree	Don't Know	No Response
9.	There are established procedures by which students may propose new courses.	**Yes**	10.2	59.3	28.8	1.7
20.	Faculty promotion and tenure are based primarily on an estimate of teaching effectiveness.	**Yes**	28.8	33.9	37.3	-
35.	Generally speaking, there is not very much contact between instructors and students outside the classroom.	**Disagree**	35.6	64.4	-	-
36.	Senior instructors seldom teach lower level courses.	**Disagree**	30.5	69.4	-	-
40.	Either tutorials or extensive independent studies are important features of the curriculum.	**Agree**	37.3	61.1	-	1.7
43.	How best to communicate knowledge to students is not a question that seriously concerns a very large proportion of the faculty.	**Disagree**	10.2	89.9	-	-
52.	Instructors get to know most students in their classes quite well.	**Agree**	98.3	1.7	-	-
54.	Most faculty members do not wish to spend much time in talking with students about students' personal interests and concerns.	**Disagree**	10.2	89.9	-	-
61.	Because of the pressure of other commitments, many instructors are unable to prepare adequately for their courses.	**Disagree**	25.5	72.9	-	1.7
62.	Most faculty members are quite sensitive to the interests, needs, and aspirations of students.	**Agree**	98.3	1.7	-	-
66.	In recruiting new faculty members, department chairmen or other administrators generally attach greatest importance to demonstrated teaching ability.	**Agree**	72.9	25.4	-	1.7
71.	Capable students are encouraged to collaborate with faculty on research projects or to carry out studies of their own.	**Agree**	45.8	52.6	-	1.7

ALBERTA VOCATIONAL CENTRE EDMONTON

(6) DEMOCRATIC GOVERNANCE [DG]: the extent to which individuals in the campus community who are directly affected by a decision have the opportunity to participate in making the decision.

Institutional $\overline{X}$ = 6.81 V = 11.65 SD = 3.41

Item Description	Response Key	Yes/Agree	No/Disagree	Don't Know	No Response
29. In general, decision making is decentralized wherever feasible or workable.	Agree	74.6	23.7	-	1.7
32. Meaningful arrangements exist for expression of student opinion regarding institutional policies.	Agree	52.7	47.5	-	-
39. In dealing with institutional problems, attempts are generally made to involve interested people without regard to their formal position or hierarchical status.	Agree	61.0	33.9	-	5.1
41. This institution tends to be dominated by a single "official" point of view.	Disagree	45.7	54.3	-	-
44. Power here tends to be widely dispersed rather than tightly held.	Agree	59.3	37.3	-	3.4
47. Serious consideration is given to student opinion when policy decisions affecting students are made.	Agree	81.4	18.7	-	-
49. In reality, a small group of individuals tends to pretty much run this institution.	Disagree	61.0	37.3	-	1.7
51. Governance of this institution is clearly in the hands of the administration.	Disagree	71.1	28.8	-	-
53. In arriving at institutional policies, attempts are generally made to involve all the individuals who will be directly affected.	Agree	74.6	25.4	-	-
59. There is wide faculty involvement in important decisions about how the institution is run.	Agree	45.8	54.3	-	-
65. Students, faculty and administrators all have opportunities for meaningful involvement in campus governance.	Agree	45.8	52.6	-	1.7
70. A concept of "shared authority" (by which the faculty and administration arrive at decisions jointly) describes fairly well the system of governance on this campus.	Agree	54.2	42.4	-	3.4

ALBERTA VOCATIONAL CENTRE EDMONTON

(7) MEETING LOCAL NEEDS [MLN]: Institutional emphasis on providing educational and cultural opportunities for all adults in the surrounding community(s).

Institutional $\overline{X}$ = 9.98 V = 2.25 SD = 1.50

#	Item Description	Response Key	Yes/Agree	No/Disagree	Don't Know	No Response
76.	This institution operates an adult education program, e.g., evening courses open to local area residents.	Yes	96.6	1.7	-	1.7
78.	Courses are offered through which local area residents may be retrained or upgraded in their job skills.	Yes	96.6	3.4	-	-
80.	Counseling services are available to adults in the local area seeking information about educational and occupational matters.	Yes	91.5	6.8	1.7	-
83.	There is a job placement service through which local employers may hire students for full- or part-time work.	Yes	39.0	37.3	23.7	-
86.	Facilities are made available to local groups and organizations for meetings, short courses, clinics, forums and the like.	Yes	61.0	15.3	23.7	-
89.	There are a number of courses or programs that are designed to provide manpower for local area business, industry, or public services.	Yes	89.8	5.1	3.4	1.7
90.	Courses dealing with artistic expression or appreciation are available to all adults in the local area.	Yes	6.8	79.7	11.9	1.7
94.	The curriculum is deliberately designed to accommodate a great diversity in student ability levels and educational-vocational aspirations.	Yes	84.7	11.9	1.7	1.7
98.	Attention is given to maintaining fairly close relationships with businesses and industries in the local area.	Yes	64.4	11.9	22.0	1.7
122.	There are no courses or programs for students with educational deficiences, i.e., remedial work.	Disagree	3.4	96.5	-	-
131.	The location of this campus makes it easily accessible to students who live at home and commute.	Agree	93.2	5.1	-	1.7
133.	This institution considers its most valuable service to lie in educating the upper ten percent or so of secondary school graduates.	Disagree	3.4	96.7	-	-

ALBERTA VOCATIONAL CENTRE EDMONTON

(8) SELF STUDY AND PLANNING [SP]: the importance institutional leaders attach to continuous long-range planning for the total institution, and to institutional research directed towards formulated and revising plans.

Institutional $\overline{X}$ = 6.73 V = 6.70 SD = 2.59

Item Description	Response Key	Yes/Agree	No/Disagree	Don't Know	No Response
79. There is a long-range plan for the institution that is embodied in a written document for distribution throughout the institution.	Yes	30.5	27.1	42.4	-
81. Reports of various institutional studies are announced generally and made available to the entire teaching and administrative staff.	Yes	61.0	8.5	28.8	1.7
84. One or more individuals are presently engaged in long-range financial planning for the total institution.	Yes	47.5	8.5	44.1	-
87. The institution has a long-range plan based on a reasonably clear statement of goals.	Yes	64.4	11.9	23.7	-
91. At the present time, there is greater emphasis on departmental planning than on institution-wide planning.	No	42.4	15.3	40.7	1.7
95. Analyses of the philosophy, purposes, and objectives of the institution are frequently conducted.	Yes	33.9	39.0	25.4	1.7
96. Planning at this institution is *continuous* rather than one-shot or completely non-existent.	Yes	81.4	8.5	8.5	1.7
106. The change that has taken place at this institution in recent years has been more the result of internal and external *influences* than of institutional *purposes* (and deliberate planning based thereon).	Disagree	62.7	28.8	-	8.5
111. Currently there is wide discussion and debate in the campus community about what the institution will or should be seeking to accomplish five to ten years in the future.	Agree	42.4	54.2	-	3.4
113. Most administrators and faculty tend to see little real value in data-based institutional self-study.	Disagree	35.6	45.8	-	18.6
128. There is an institutional research agency at this institution which does more than simply gather facts for the administration.	Agree	3.4	88.2	-	8.5
135. Laying plans for the future of the institution is a high priority activity for many senior administrators.	Agree	78.0	17.0	-	5.1

ALBERTA VOCATIONAL CENTRE-EDMONTON

(C) CONCERN FOR ADVANCING KNOWLEDGE [AK]: the degree to which the institution, in its structure function and professional commitment of its faculty, emphasizes research and scholarship aimed at extending the scope of human knowledge.

Institutional $\overline{X}$ = 1.87 V = 2.63 SD = 1.62

Item Description	Response Key	Yes/Agree	No/Disagree	Don't Know	No Response
77. Research grants comprise a substantial portion of the institution's income.	Yes	3.4	81.4	11.9	3.4
82. A number of departments frequently hold seminars or colloquia in which a visiting scholar discusses his ideas or research findings.	Yes	30.5	61.0	6.8	1.7
85. Quite a number of faculty members have had books or articles published in the past two or three years.	Yes	3.4	61.0	35.6	-
88. There are a number of faculty members on campus whose appointments primarily entail research rather than teaching.	Yes	6.8	89.8	1.7	1.7
92. The average teaching load in most departments is eight credit hours or fewer.	Yes	27.1	40.7	30.5	1.7
93. Faculty promotions generally are based primarily on scholarly publication.	Yes	1.7	86.4	8.5	3.4
97. Extensive laboratory facilities exist for research in the natural sciences.	Yes	6.8	71.2	18.6	3.4
102. In general, the governing authority is committed to the view that advancement of knowledge through research and scholarship is a major Institutional purpose.	Agree	15.3	77.9	-	6.8
105. Few, if any, of the faculty could be regarded as having national or international reputations for their scientific or scholarly contributions.	Disagree	89.8	10.2	-	-
112. Instructors engaged in research that requires use of a computer have easy access to such equipment.	Agree	11.9	71.2	-	16.9
118. One or more important scientific breakthroughs have been achieved at this institution in the past five years.	Agree	1.7	93.3	-	5.1
132. Senior administrators do not consider advancement of knowledge through research to be an important institutional purpose.	Disagree	49.2	44.1	-	6.8

ALBERTA VOCATIONAL CENTRE EDMONTON

(10) CONCERN FOR INNOVATION [CFI]: the strength of institutional commitment to experimentation with new ideas for educational practice.

Institutional $\overline{X}$ = 8.59 V = 4.95 SD = 2.22

Item Description	Response Key	Yes/Agree	No/Disagree	Don't Know	No Response
99. There is a general willingness here to experiment with innovations that have shown promise at other institutions.	Agree	91.5	8.5	-	-
101. In the last few years, there have been a number of major departures from old ways of doing things at this institution.	Agree	66.1	27.1	-	6.8
103. A sense of tradition is so strong that it is difficult to modify established procedures or undertake new programs.	Disagree	11.9	88.1	-	-
104. High-ranking administrators or department chairmen generally encourage instructors to experiment with new courses and teaching methods.	Agree	88.1	10.2	-	1.7
108. It is almost impossible to obtain the necessary financial support to try out a new idea for educational practice.	Disagree	40.7	55.9	-	3.4
110. There have been few significant changes in the overall curriculum in the past few years.	Disagree	32.2	64.5	-	3.4
116. Proposed curricular changes seem to be accepted or rejected more on the basis of financial considerations than on assumed educational merit.	Disagree	37.3	52.5	-	10.2
117. The curriculum committee of the institution concerns itself with basic curriculum issues rather than, for example, merely approving or disapproving new courses.	Agree	61.0	25.4	-	13.6
121. Almost all ideas for innovations must receive the approval of top-level administrative officials before they can be tried out.	Disagree	56.0	40.7	-	3.4
123. This institution would be willing to be among the first to experiment with a novel educational program or method if it appeared promising.	Agree	81.4	17.0	-	1.7
127. There is an air of complacency among many of the staff, a general feeling that most things at the institution are all right as they are.	Disagree	40.7	52.6	-	6.8
130. In my experience it has not been easy for new ideas about educational practice to receive a hearing.	Disagree	15.3	78.0	-	6.8

ALBERTA VOCATIONAL CENTRE EDMONTON

(11) INSTITUTIONAL ESPRIT [IE]: the level of morale and sense of shared purpose among faculty and administrators.

Institutional $\overline{X}$ = 10.39 V = 4.69 SD = 2.17

	Item Description	Response Key	Yes/Agree	No/Disagree	Don't Know	No Response
100.	Most faculty members consider the senior administrators on campus to be able and well-qualified for their positions.	Agree	93.3	5.1	-	1.7
107.	Generally speaking, top-level administrators are providing effective educational leadership.	Agree	76.3	18.7	-	5.1
109.	Generally speaking, communication between the faculty and the administration is poor.	Disagree	25.4	72.9	-	1.7
114.	Some infighting, backbiting, and the like seem to be more the rule than the exception.	Disagree	15.3	83.0	-	1.7
115.	The institution is currently doing a successful job in achieving its various goals.	Agree	88.2	6.8	-	5.1
119.	Close personal friendships between administrators and faculty members are quite common.	Agree	69.5	25.4	-	5.1
120.	In comparison with most other institutions, faculty turnover here appears to be somewhat high.	Disagree	8.5	88.2	-	3.4
124.	Although they may criticize certain practices, most faculty seem to be very loyal to the institution.	Agree	91.5	6.8	-	1.7
125.	There is a strong sense of community, a feeling of shared interests and purposes, on this campus.	Agree	79.6	16.9	-	3.4
126.	In general, faculty morale is high.	Agree	81.4	13.6	-	5.1
129.	The faculty in general is strongly committed to the acknowledged purposes and ideals of the institution.	Agree	93.3	1.7	-	5.1
134.	Most faculty would not defend the institution against criticisms from outsiders.	Disagree	6.8	91.5	-	1.7

APPENDIX G

MOUNT ROYAL COLLEGE

DISTRIBUTION OF RESPONDENTS BY POSITION, YEARS IN INSTITUTION AND FIELD OF TEACHING INTEREST

SCALE ITEM RESPONSE FREQUENCIES

DISTRIBUTION OF RESPONDENTS BY POSITION

MOUNT ROYAL COLLEGE

	Number of Respondents	Percentage Response
FACULTY	50	72.4
ADMINISTRATORS	19	27.5
TOTAL	69	100.0

DISTRIBUTION OF RESPONDENTS BY YEARS IN INSTITUTION

MOUNT ROYAL COLLEGE

	Number of Respondents	Percentage Response
Less than one year	4	5.8
One to two years	14	20.3
Three to six years	25	36.2
Seven to twelve years	20	29.0
More than twelve years	6	8.7
TOTAL	69	100.0

DISTRIBUTION OF RESPONDENTS BY FIELD OF TEACHING INTEREST

MOUNT ROYAL COLLEGE

	Number of Respondents	Percentage Response
Biological and Health Sciences	18	26.1
Physical Sciences, Engineering, Mathematics	7	10.1
Social Sciences, Humanities	20	29.0
Fine and Performing Arts	5	7.2
Business, Management, Communications	7	10.1
Academic Upgrading	0	0.0
Other	12	17.4
TOTAL	69	100.0

MOUNT ROYAL COLLEGE

(7) INTELLECTUAL-AESTHETIC EXTRACURRICULUM [IAE]: the extent to which activities and opportunities for intellectual and aesthetic stimulation are available outside of the normal classroom setting.

Institutional $\overline{X}$ = 6.83 V = 6.14 SD = 2.48

	Item Description	Response Key	Yes/Agree	No/Disagree	Don't Know	No Response
4.	There is a campus art gallery in which traveling exhibits or collections on loan are regularly displayed.	Yes	92.8	2.9	4.3	-
8.	Foreign films are shown regularly on or near campus.	Yes	39.1	31.9	29.0	-
10.	This institution attempts each year to sponsor a rich program of cultural events - lectures, concerts, plays, art exhibits, and the like.	Yes	68.1	27.5	4.3	-
13.	A number of nationally known scientists and/or scholars are invited to the campus each year to address student and faculty groups.	Yes	8.7	78.3	13.0	-
17.	At least one modern dance program has been presented in the past year.	Yes	30.4	29.0	40.6	-
18.	Students publish a literary magazine.	Yes	66.7	30.4	2.9	-
23.	At least one chamber music concert has been given within the past year.	Yes	78.3	7.2	14.5	-
24.	At least one poetry reading, open to the campus community, has been given within the past year.	Yes	49.3	18.8	31.9	-
28.	There are a number of student groups that meet regularly to discuss intellectual and/or philosophic topics.	Yes	10.1	43.5	46.4	-
34.	Little money is generally available for inviting outstanding people to give public lectures.	Disagree	79.7	17.3	-	2.9
59.	The student newspaper comments regularly on important issues and ideas (in addition to carrying out the more cutomary tasks of student newspapers).	Agree	68.1	31.9	-	-
69.	Many opportunities exist outside the classroom for intellectual and aesthetic self-expression on the part of students.	Agree	44.9	53.6	-	1.4

MOUNT ROYAL COLLEGE

(2) FREEDOM [F]: the extent of academic freedom for faculty and students as well as freedom in their personal lives for all individuals in the campus community.

Institutional $\overline{X}$ = 9.72 V = 4.74 SD = 2.18

Item Description	Response Key	Yes/Agree	No/Disagree	Don't Know	No Response
11. There are no written regulations regarding student dress.	Yes	72.5	21.7	5.8	-
19. In the past two years, administrators or the governing board have countermanded one or more invitations from student groups to controversial speakers.	No	1.4	47.8	50.7	-
25. The institution imposes certain restrictions on off-campus political activities by faculty members.	No	4.3	76.8	18.8	-
33. An essentially free student newspaper exists on this campus (with accountability mainly to its readership).	Agree	94.2	1.4	-	4.3
42. Religious authority has meant some curtailment of academic freedom for faculty and students.	Disagree	2.9	97.1	-	-
50. Certain radical student organizations, such as Students for a Democratic Society, are not, or probably would not be allowed to organize chapters on this campus.	Disagree	26.1	72.4	-	1.4
57. Certain highly controversial figures in public life are not allowed or probably would not be allowed to address students.	Disagree	10.1	88.4	-	1.4
58. Eccentric convictions and unpopular beliefs among faculty members are generally not frowned upon by senior administrators or governing board members.	Agree	46.4	52.2	-	1.4
64. Faculty members feel free to express radical political beliefs in their classrooms.	Agree	73.9	26.0	-	-
67. The governing authority strongly supports the principle of academic freedom for faculty and students to discuss any topic they may choose.	Agree	72.5	26.1	-	1.4
74. Institutional authorities have reprimanded faculty members who have publicly registered their dissent concerning policies of the provincial or federal government.	Disagree	11.6	81.1	-	7.2
75. Idiosyncratic or nonconformist student personal styles and appearances - e.g., beards, long hair - tend to be viewed with disfavor by institutional authorities.	Disagree	20.2	78.2	-	1.4

MOUNT ROYAL COLLEGE

(3) HUMAN DIVERSITY [HD]: the degree to which the faculty and student body are heterogeneous in their backgrounds and attitudes

Institutional $\overline{X}$ = 8.29 V = 5.15 SD = 2.27

Item Description	Response Key	Yes/Agree	No/Disagree	Don't Know	No Response
5. There are provisons by which some numbers of educationally disadvantaged students may be admitted to the institution without meeting the normal entrance requirements.	Yes	82.6	5.8	11.6	-
14. This institution deliberately seeks to admit a student body in which a variety of attitudes and values will be present.	Yes	42.0	42.0	14.5	1.4
16. When this instituion is looking for new faculty, it goes primarily to a few nearby graduate schools.	No	8.7	69.6	21.7	-
22. A concerted effort is made to attract students of diverse ethnic and social backgrounds.	Yes	40.6	43.5	15.9	-
26. One of the methods used to influence the flavor of the institution is to try to select students with fairly similar personality traits.	No	-	89.9	10.1	-
31. This institution tends to attract students from a somewhat restricted range of socio-economic backgrounds.	Disagree	37.7	60.9	-	1.4
38. A visitor to this campus would most certainly notice the presence of poets, painters, and political activists.	Agree	4.3	95.6	-	-
43. When recruiting new faculty, care is taken to seek candidates with a particular set of personal values.	Disagree	34.8	62.3	-	2.9
45. A wide variety of religious backbrounds and beliefs are represented among the faculty.	Agree	85.5	3.0	-	1.4
46. A wide variety of religious backgrounds and beliefs are represented in the student body.	Agree	92.7	5.8	-	1.4
56. Compared with most other institutions, fewer minority groups are represented on this campus.	Disagree	23.1	73.9	-	2.9
60. Students or faculty members whose records contain suggestions of unsual characteristics - e.g. bizarre dress, unpopular ideas, etc. - are not encouraged to remain here.	Disagree	27.5	69.5	-	2.9

MOUNT ROYAL COLLEGE

(4) CONCERN FOR IMPROVEMENT OF SOCIETY [IS]: the desire among people at the institution to apply their knowledge and skills in solving social problems and in promoting social change in Alberta and Canada.

Institutional $\overline{X}$ = 5.00 V = 12.46 SD = 3.53

Item Description	Response Key	Yes/Agree	No/Disagree	Don't Know	No Response
6. There are programs and/or organizations at this institution which are directly concerned with solving pressing social problems, e.g., race relations, urban blight, rural poverty, etc.	Yes	37.7	44.9	17.4	-
7. A number of instructors have been involved in the past few years with economic planning at either the national, regional, or provincial level.	Yes	14.5	31.9	53.6	-
12. Instructors from this institution have been actively involved in framing provincial or federal legislation in the areas of health, education, or welfare.	Yes	34.8	26.1	39.1	-
15. Quite a number of students are associated with organizations that actively seek to reform society in one way or another.	Yes	11.6	50.7	37.1	-
21. This institution, through the efforts of individuals and/or specially created institutes or centers, is actively engaged in projects aimed at improving the quality of urban life.	Yes	34.8	42.0	23.2	-
27. A number of faculty members or administrators from this institution have gone to Edmonton or Ottawa to participate in planning various social development and welfare programs.	Yes	18.8	26.1	53.6	1.4
30. Many faculty members would welcome the opportunity to participate in laying plans for broad social and economic reforms in Canadian society.	Agree	59.4	39.1	-	1.4
37. Application of knowledge and talent to the solution of social problems is a mission of this institution that is widely supported by faculty and administrators.	Agree	26.0	72.4	-	1.4
55. The notion of post-secondary institutions assuming leadership in bringing about social change is not an idea that is or would be particularly popular on this campus.	Disagree	50.7	46.4	-	2.9
63. Senior administrators generally support (or would support) faculty members who spend time away from the campus consulting with governmental agencies about social, economic, and related matters.	Agree	65.2	31.9	-	2.9
72. Most faculty on this campus tend to be reasonably satisfied with the status quo of Canadian society.	Disagree	78.2	17.3	-	4.3
73. The governing authority does not consider active engagement in resolving major social ills to be an appropriate institutional function.	Disagree	69.6	27.5	-	2.9

MOUNT ROYAL COLLEGE

(5) CONCERN FOR UNDERGRADUATE LEARNING [UL]: the degree to which the institution in its structure, function and professional commitment of its faculty emphasizes teaching and learning.

Institutional $\overline{X}$ = 9.07 V = 5.59 SD = 2.36

Item Description	Response Key	Yes/Agree	No/Disagree	Don't Know	No Response
9. There are established procedures by which students may propose new courses.	Yes	36.2	36.2	27.5	-
20. Faculty promotion and tenure are based primarily on an estimate of teaching effectiveness.	Yes	59.4	18.8	21.7	-
35. Generally speaking, there is not very much contact between instructors and students outside the classroom.	Disagree	30.4	68.1	-	1.4
36. Senior instructors seldom teach lower level courses.	Disagree	11.5	86.9	-	1.4
40. Either tutorials or extensive independent studies are important features of the curriculum.	Agree	97.1	2.9	-	-
48. How best to communicate knowledge to students is not a question that seriously concerns a very large proportion of the faculty.	Disagree	21.7	75.3	-	2.9
52. Instructors get to know most students in their classes quite well.	Agree	79.7	20.3	-	-
54. Most faculty members do not wish to spend much time in talking with students about students' personal interests and concerns.	Disagree	21.7	78.2	-	-
61. Because of the pressure of other commitments, many instructors are unable to prepare adequately for their courses.	Disagree	21.7	75.4	-	2.9
62. Most faculty members are quite sensitive to the interests, needs, and aspirations of students.	Agree	84.1	15.9	-	-
66. In recruiting new faculty members, department chairmen or other administrators generally attach greatest importance to demonstrated teaching ability.	Agree	60.9	36.2	-	2.9
71. Capable students are encouraged to collaborate with faculty on research projects or to carry out studies of their own.	Agree	60.9	37.7	-	1.4

MOUNT ROYAL COLLEGE

(6) DEMOCRATIC GOVERNANCE [DG]: the extent to which individuals in the campus community who are directly affected by a decision have the opportunity to participate in making the decision.

Institutional $\overline{X} = 4.50$ V = 12.26 SD = 3.50

Item Description	Response Key	Yes/Agree	No/Disagree	Don't Know	No Response
29. In general, decision making is decentralized whenever feasible or workable.	Agree	57.9	40.5	-	1.4
32. Meaningful arrangements exist for expression of student opinion regarding institutional policies.	Agree	63.7	34.8	-	1.4
39. In dealing with institutional problems, attempts are generally made to involve interested people without regard to their formal position or hierarchical status.	Agree	40.5	58.0	-	1.4
41. This institution tends to be dominated by a single "official" point of view.	Disagree	65.2	31.9	-	2.9
44. Power here tends to be widely dispersed rather than tightly held.	Agree	29.0	71.0	-	-
47. Serious consideration is given to student opinion when policy decisions affecting students are made.	Agree	52.2	47.8	-	-
49. In reality, a small group of individuals tends to pretty much run this institution.	Disagree	88.4	10.1	-	1.4
51. Governance of this institution is clearly in the hands of the administration.	Disagree	82.6	17.3	-	-
53. In arriving at institutional policies, attempts are generally made to involve all the individuals who will be directly affected.	Agree	37.6	62.3	-	-
60. There is wide faculty involvement in important decisions about how the institution is run.	Agree	30.4	69.6	-	-
65. Students, faculty and administrators all have opportunities for meaningful involvement in campus governance.	Agree	47.8	50.7	-	1.4
70. A concept of "shared authority" (by which the faculty and administration arrive at decisions jointly) describes fairly well the system of governance on this campus.	Agree	29.0	71.0	-	-

MOUNT ROYAL COLLEGE

(7) MEETING LOCAL NEEDS [MLN]: institutional emphasis on providing educational and cultural opportunities for all adults in the surrounding community(s).

Institutional $\overline{X}$ = 10.66 V = -1.76 SD = 1.32

	Item Description	Response Key	Yes/Agree	No/Disagree	Don't Know	No Response
76.	This institution operates an adult education program, e.g., evening courses open to local area residents.	Yes	94.2	5.8	-	-
78.	Courses are offered through which local area residents may be retrained or upgraded in their job skills.	Yes	79.7	13.0	7.2	-
80.	Counseling services are available to adults in the local area seeking information about educational and occupational matters.	Yes	91.3	1.4	7.2	-
83.	There is a job placement service through which local employers may hire students for full- or part-time work.	Yes	97.1	1.4	1.4	-
86.	Facilities are made available to local groups and organizations for meetings, short courses, clinics, forums and the like.	Yes	94.2	4.3	1.4	-
89.	There are a number of courses or programs that are designed to provide manpower for local area business, industry, or public services.	Yes	94.2	2.9	2.9	-
90.	Courses dealing with artistic expression or appreciation are available to all adults in the local area.	Yes	62.3	18.8	18.8	-
94.	The curriculum is deliberately designed to accommodate a great diversity in student ability levels and educational-vocational aspirations.	Yes	84.1	5.8	10.1	-
98.	Attention is given to maintaining fairly close relationships with businesses and industries in the local area.	Yes	69.6	15.9	14.5	-
122.	There are no courses or programs for students with educational deficiences, i.e., remedial work.	Disagree	2.8	95.7	-	1.4
131.	The location of this campus makes it easily accessible to students who live at home and commute.	Agree	50.7	47.8	-	1.4
133.	This institution considers its most valuable service to lie in educating the upper ten percent or so of secondary school graduates.	Disagree	4.3	95.6	-	-

MOUNT ROYAL COLLEGE

(8) SELF STUDY AND PLANNING [SP]: the importance institutional leaders attach to continuous long-range planning for the total institution, and to institutional research directed towards formulated and revising plans.

Institutional $\overline{X} = 5.89$ $V = 12.10$ $SD = 3.48$

	Item Description	Response Key	Yes/Agree	No/Disagree	Don't Know	No Response
79.	There is a long-range plan for the institution that is embodied in a written document for distribution throughout the institution.	Yes	17.4	43.5	37.7	1.4
81.	Reports of various institutional studies are announced generally and made available to the entire teaching and administrative staff.	Yes	42.0	42.0	15.9	-
84.	One or more individuals are presently engaged in long-range financial planning for the total institution.	Yes	42.0	10.1	47.8	-
87.	The institution has a long-range plan based on a reasonably clear statement of goals.	Yes	36.2	37.7	24.6	1.4
91.	At the present time, there is greater emphasis on departmental planning than on institution-wide planning.	No	43.5	18.8	37.7	-
95.	Analyses of the philosophy, purposes, and objectives of the institution are frequently conducted.	Yes	37.7	52.2	10.1	-
96.	Planning at this institution is *continuous* rather than one-shot or completely nonexistent.	Yes	44.9	33.3	21.7	-
106.	The change that has taken place at this institution in recent years has been more the result of internal and external *influences* than of institutional *purposes* (and deliberate planning based thereon).	Disagree	46.4	50.7	-	2.9
111.	Currently there is wide discussion and debate in the campus community about what the institution will or should be seeking to accomplish five to ten years in the future.	Agree	44.9	55.1	-	-
113.	Most administrators and faculty tend to see little real value in data-based institutional self-study.	Disagree	36.2	60.9	-	2.9
128.	There is an institutional research agency at this institution which does more than simply gather facts for the administration.	Agree	24.6	72.5	-	2.9
135.	Laying plans for the future of the institution is a high priority activity for many senior administrators.	Agree	55.1	39.1	-	5.8

MOUNT ROYAL COLLEGE

(9) CONCERN FOR ADVANCING KNOWLEDGE [AK]: the degree to which the institution, in its structure function and professional commitment of its faculty, emphasizes research and scholarship aimed at extending the scope of human knowledge.

Institutional $\overline{X}$ = 1.37 V = 2.48 SD = 1.58

	Item Description	Response Key	Yes/Agree	No/Disagree	Don't Know	No Response
77.	Research grants comprise a substantial portion of the institution's income.	Yes	1.4	88.4	8.7	1.4
82.	A number of departments frequently hold seminars or colloquia in which a visiting scholar discusses his ideas or research findings.	Yes	13.0	69.6	17.4	-
85.	Quite a number of faculty members have had books or articles published in the past two or three years.	Yes	13.0	47.8	39.1	-
88.	There are a number of faculty members on campus whose appointments primarily entail research rather than teaching.	Yes	1.4	91.3	7.2	-
92.	The average teaching load in most departments is eight credit hours or fewer.	Yes	1.4	88.4	10.1	-
93.	Faculty promotions generally are based primarily on scholarly publication.	Yes	-	91.3	8.7	-
97.	Extensive laboratory facilities exist for research in the natural sciences.	Yes	26.1	52.2	20.3	1.4
102.	In general, the governing authority is committed to the view that advancement of knowledge through research and scholarship is a major institutional purpose.	Agree	8.7	89.9	-	1.4
105.	Few, if any, of the faculty could be regarded as having national or international reputations for their scientific or scholarly contributions.	Disagree	92.8	7.2	-	-
112.	Instructors engaged in research that requires use of a computer have easy access to such equipment.	Agree	30.4	65.2	-	4.3
118.	One or more important scientific breakthroughts have been achieved at this institution in the past five years.	Agree	2.9	92.7	-	4.3
132.	Senior administrators do not consider advancement of knowledge through research to be an important institutional purpose.	Disagree	76.8	21.7	-	1.4

MOUNT ROYAL COLLEGE

(10) CONCERN FOR INNOVATION [CI]: the strength of institutional commitment to experimentation with new ideas for educational practice.

Institutional $\bar{X}$ = 7.57 V = 7.43 SD = 2.73

	Item Description	Response Key	Yes/Agree	No/Disagree	Don't Know	No Response
99.	There is a general willingness here to experiment with innovations that have shown promise at other institutions.	Agree	81.2	18.8	-	-
101.	In the last few years, there have been a number of major departures from old ways of doing things at this institution.	Agree	78.2	21.7	-	-
103.	A sense of tradition is so strong that it is difficult to modify established procedures or undertake new programs.	Disagree	14.5	84.0	-	1.4
104.	High-ranking administrators or department chairmen generally encourage instructors to experiment with new courses and teaching methods.	Agree	79.7	18.8	-	1.4
108.	It is almost impossible to obtain the necessary financial support to try out a new idea for educational practice.	Disagree	47.8	49.3	-	2.9
110.	There have been few significant changes in the overall curriculum in the past few years.	Disagree	39.1	59.4	-	1.4
116.	Proposed curricular changes seem to be accepted or rejected more on the basis of financial considerations than on assumed educational merit.	Disagree	71.0	28.9	-	1.4
117.	The curriculum committee of the institution concerns itself with basic curriculum issues rather than, for example, merely approving or disapproving new courses.	Agree	37.6	53.6	-	8.7
121.	Almost all ideas for innovations must receive the approval of top-level administrative officials before they can be tried out.	Disagree	49.3	46.3	-	4.3
123.	This institution would be willing to be among the first to experiment with a novel educational program or method if it appeared promising.	Agree	68.1	29.0	-	2.9
127.	There is an air of complacency among many of the staff, a general feeling that most things at the institution are all right as they are.	Disagree	34.8	65.2	-	-
130.	In my experience it has not been easy for new ideas about educational practice to receive a hearing.	Disagree	28.9	69.6	-	1.4

MOUNT ROYAL COLLEGE

(11) INSTITUTIONAL ESPRIT [IE]: the level of morale and sense of shared purpose among faculty and administrators.

Institutional $\bar{X}$ = 5.68 V = 9.35 SD = 3.06

	Item Description	Response Key	Yes/Agree	No/Disagree	Don't Know	No Response
100.	Most faculty members consider the senior administrators on campus to be able and well-qualified for their positions.	Agree	24.6	75.4	-	-
107.	Generally speaking, top-level administrators are providing effective educational leadership.	Agree	26.0	72.4	-	1.4
109.	Generally speaking, communication between the faculty and the administration is poor.	Disagree	73.9	26.1	-	-
114.	Staff infighting, backbiting, and the like seem to be more the rule than the exception.	Disagree	30.4	69.6	-	-
115.	The institution is currently doing a successful job in achieving its various goals.	Agree	57.9	37.6	-	4.3
119.	Close personal friendships between administrators and faculty members are quite common.	Agree	20.2	76.8	-	2.9
120.	In comparison with most other institutions, faculty turnover here appears to be somewhat high.	Disagree	20.3	76.8	-	2.9
124.	Although they may criticize certain practices, most faculty seem to be very loyal to the institution.	Agree	78.2	21.7	-	-
125.	There is a strong sense of community, a feeling of shared interests and purposes, on this campus.	Agree	31.8	66.6	-	1.4
126.	In general, faculty morale is high.	Agree	28.9	69.5	-	1.4
129.	The faculty in general is strongly committed to the acknowledged purposes and ideals of the institution.	Agree	53.6	43.4	-	2.9
134.	Most faculty would not defend the institution against criticisms from outsiders.	Disagree	36.2	62.3	-	1.4

APPENDIX H

GRANT MacEWAN COMMUNITY COLLEGE

DISTRIBUTION OF RESPONDENTS BY POSITION, YEARS IN INSTITUTION AND FIELD OF TEACHING INTEREST

SCALE ITEM RESPONSE FREQUENCIES

DISTRIBUTION OF RESPONDENTS BY POSITION

GRANT MacEWAN COMMUNITY COLLEGE

	Number of Respondents	Percentage Response
FACULTY	52	69.3
ADMINISTRATORS	23	30.7
TOTAL	75	100.0

DISTRIBUTION OF RESPONDENTS BY YEARS IN INSTITUTION

GRANT MacEWAN COMMUNITY COLLEGE

	Number of Respondents	Percentage Response
Less than one year	21	28.0
One to two years	21	28.0
Three to six years	33	44.0
Seven to twelve years	0	0
More than twelve years	0	0
TOTAL	75	100.0

DISTRIBUTION OF RESPONDENTS BY FIELD OF TEACHING INTEREST

GRANT MacEWAN COMMUNITY COLLEGE

	Number of Respondents	Percentage Response
Biological and Health Sciences	27	36.0
Physical Sciences, Engineering, Mathematics	0	0
Social Sciences, Humanities	13	17.3
Fine and Performing Arts	12	16.0
Business, Management, Communications	11	14.7
Academic Upgrading	3	4.0
Other	9	12.0
TOTAL	75	100.0

GRANT MacEWAN COMMUNITY COLLEGE

(1) INTELLECTUAL-AESTHETIC EXTRACURRICULUM [IAE]: the extent to which activities and opportunities for intellectual and aesthetic stimulation are available outside of the normal classroom setting.

Institutional $\overline{X} = 4.87$ $V = 7.36$ $SD = 2.71$

Item Description	Response Key	Yes/Agree	No/Disagree	Don't Know	No Response
4. There is a campus art gallery in which traveling exhibits or collections on loan are regularly displayed.	Yes	86.7	13.3	--	--
8. Foreign films are shown regularly on or near campus.	Yes	24.0	54.7	21.3	--
10. This institution attempts each year to sponsor a rich program of cultural events - lectures, concerts, plays, art exhibits, and the like.	Yes	32.0	53.3	14.7	--
13. A number of nationally known scientists and/or scholars are invited to the campus each year to address student and faculty groups.	Yes	36.0	45.3	18.7	--
17. At least one modern dance program has been presented in the past year.	Yes	68.0	5.3	26.7	--
18. Students publish a literary magazine.	Yes	22.7	64.0	13.3	--
23. At least one chamber music concert has been given within the past year.	Yes	8.0	53.3	38.7	--
24. At least one poetry reading, open to the campus community, has been given within the past year.	Yes	70.7	5.3	24.0	--
28. There are a number of student groups that meet regularly to discuss intellectual and/or philosophic topics.	Yes	13.3	36.0	50.7	--
34. Little money is generally available for inviting outstanding people to give public lectures.	Disagree	56.0	42.6	--	1.3
59. The student newspaper comments regularly on important issues and ideas (in addition to carrying out the more cutomary tasks of student newspapers).	Agree	34.7	61.4	--	4.0
69. Many opportunities exist outside the classroom for intellectual and aesthetic self-expression on the part of students.	Agree	46.7	52.0	--	1.3

GRANT MacEWAN COMMUNITY COLLEGE

(2) FREEDOM [F]: the extent of academic freedom for faculty and students as well as freedom in their personal lives for all individuals in the campus community.

Institutional $\overline{X}$ = 10.14 V = 3.21 SD = 1.79

	Item Description	Response Key	Yes/Agree	No/Disagree	Don't Know	No Response
11.	There are no written regulations regarding student dress.	Yes	76.0	22.7	1.3	--
19.	In the past two years, administrators or the governing board have countermanded one or more invitations from student groups to controversial speakers.	No	4.0	49.3	46.7	--
25.	The institution imposes certain restrictions on off-campus political activities by faculty members.	No	4.0	76.0	20.0	--
33.	An essentially free student newspaper exists on this campus (with accountability mainly to its readership).	Agree	69.3	28.0	--	2.7
42.	Religious authority has meant some curtailment of academic freedom for faculty and students.	Disagree	1.3	98.7	--	--
50.	Certain radical student organizations, such as Students for a Democratic Society, are not, or probably would not be allowed to organize chapters on this campus.	Disagree	22.7	70.7	--	6.7
57.	Certain highly controversial figures in public life are not allowed or probably would not be allowed to address students.	Disagree	6.7	90.7	--	2.7
58.	Eccentric convictions and unpopular beliefs among faculty members are generally not frowned upon by senior administrators or governing board members.	Agree	57.3	38.7	--	4.0
64.	Faculty members feel free to express radical political beliefs in their classrooms.	Agree	80.0	14.6	--	5.3
67.	The governing authority strongly supports the principle of academic freedom for faculty and students to discuss any topic they may choose.	Agree	81.4	16.0	--	2.7
74.	Institutional authorities have reprimanded faculty members who have publicly registered their dissent concerning policies of the provincial or federal government.	Disagree	5.4	84.0	--	10.7
75.	Idiosyncratic or nonconformist student personal styles and appearances - e.g., beards, long hair - tend to be viewed with disfavor by institutional authorities.	Disagree	1.3	96.0	--	2.7

GRANT MacEWAN COMMUNITY COLLEGE

(3). HUMAN DIVERSITY [HD]: the degree to which the faculty and student body are heterogeneous in their backgrounds and attitudes

Institutional $\bar{x}$ = 9.04 V = 2.35 SD = 1.53

Item Description	Response Key	Yes/Agree	No/Disagree	Don't Know	No Response
5. There are provisons by which some numbers of educationally disadvantaged students may be admitted to the institution without meeting the normal entrance requirements.	Yes	84.0	2.7	13.3	--
14. This institution deliberately seeks to admit a student body in which a variety of attitudes and values will be present.	Yes	45.3	37.3	17.3	--
16. When this instituion is looking for new faculty, it goes primarily to a few nearby graduate schools.	No	6.7	76.0	16.0	1.3
22. A concerted effort is made to attract students of diverse ethnic and social backgrounds.	Yes	41.3	40.0	18.7	--
26. One of the methods used to influence the flavor of the institution is to try to select students with fairly similar personality traits.	No	4.0	92.0	4.0	--
31. This institution tends to attract students from a somewhat restricted range of socio-economic backgrounds.	Disagree	41.3	58.7	--	--
38. A visitor to this campus would most certainly notice the presence of poets, painters, and political activists.	Agree	13.3	85.3	--	1.3
43. When recruiting new faculty, care is taken to seek candidates with a particular set of personal values.	Disagree	20.0	80.0	--	--
45. A wide variety of religious backgrounds and beliefs are represented among the *faculty*.	Agree	96.0	1.3	--	2.7
46. A wide variety of religious backgrounds and beliefs are represented in the *student* body.	Agree	94.7	4.0	--	1.3
56. Compared with most other institutions, fewer minority groups are represented on this campus.	Disagree	18.7	80.0	--	1.3
60. Students or faculty members whose records contain suggestions of unusual characteristics - e.g., bizarre dress, unpopular ideas, etc. - are not encouraged to remain here.	Disagree	18.7	80.0	--	1.3

(4) CONCERN FOR IMPROVEMENT OF SOCIETY [15]: the desire among people at the institution to apply their knowledge and skills in solving social problems and in promoting social change in Alberta and Canada.

Institutional $\overline{X}$ = 6.97 V = 9.64 SD = 3.11

	Item Description	Response Key	Yes/Agree	No/Disagree	Don't Know	No Response
6.	There are programs and/or organizations at this institution which are directly concerned with solving pressing social problems, e.g., race relations, urban blight, rural poverty, etc.	Yes	66.7	20.0	13.3	--
7.	A number of instructors have been involved in the past few years with economic planning at either the national, regional, or provincial level.	Yes	16.0	21.3	62.7	--
12.	Instructors from this institution have been actively involved in framing provincial or federal legislation in the areas of health, education, or welfare.	Yes	20.0	32.0	48.0	--
15.	Quite a number of students are associated with organizations that actively seek to reform society in one way or another.	Yes	8.0	37.3	54.7	--
21.	This institution, through the efforts of individuals and/or specially created institutes or centers, is actively engaged in projects aimed at improving the quality of urban life.	Yes	54.7	18.7	26.7	--
27.	A number of faculty members or administrators from this institution have gone to Edmonton or Ottawa to participate in planning various social development and welfare programs.	Yes	14.7	25.3	60.0	--
30.	Many faculty members would welcome the opportunity to participate in laying plans for broad social and economic reforms in Canadian society.	Agree	68.0	30.7	--	1.3
37.	Application of knowledge and talent to the solution of social problems is a mission of this institution that is widely supported by faculty and administrators.	Agree	44.0	53.4	--	2.7
55.	The notion of post-secondary institutions assuming leadership in bringing about social change is not an idea that is or would be particularly popular on this campus.	Disagree	20.0	78.7	--	1.3
63.	Senior administrators generally support (or would support) faculty members who spend time away from the campus consulting with governmental agencies about social, economic, and related matters.	Agree	64.0	30.6	--	5.3
72.	Most faculty on this campus tend to be reasonably satisfied with the status quo of Canadian society.	Disagree	60.0	33.3	--	6.7
73.	The governing authority does not consider active engagement in resolving major social ills to be an appropriate institutional function.	Disagree	41.3	50.7	--	8.0

GRANT MacEWAN COMMUNITY COLLEGE

(5) CONCERN FOR UNDERGRADUATE LEARNING [UL]: the degree to which the institution in its structure, function and professional commitment of its faculty emphasizes teaching and learning.

Institutional $\overline{x} = 9.17$ $V = 4.79$ $SD = 2.19$

Item Description	Response Key	Yes/Agree	No/Disagree	Don't Know	No Response
9. There are established procedures by which students may propose new courses.	Yes	54.7	18.7	26.7	--
20. Faculty promotion and tenure are based primarily on an estimate of teaching effectiveness.	Yes	46.7	32.0	21.3	--
35. Generally speaking, there is not very much contact between instructors and students outside the classroom.	Disagree	21.4	78.7	--	--
36. Senior instructors seldom teach lower level courses.	Disagree	10.6	86.7	--	2.7
40. Either tutorials or extensive independent studies are important features of the curriculum.	Agree	57.3	40.0	--	2.7
48. How best to communicate knowledge to students is not a question that seriously concerns a very large proportion of the faculty.	Disagree	17.4	82.7	--	--
52. Instructors get to know most students in their classes quite well.	Agree	85.3	14.7	--	--
54. Most faculty members do not wish to spend much time in talking with students about students' personal interests and concerns.	Disagree	8.0	92.0	--	--
61. Because of the pressure of other commitments, many instructors are unable to prepare adequately for their courses.	Disagree	32.0	65.4	--	2.7
62. Most faculty members are quite sensitive to the interests, needs, and aspirations of students.	Agree	93.3	6.7	--	--
66. In recruiting new faculty members, department chairmen or other administrators generally attach greatest importance to demonstrated teaching ability.	Agree	52.0	46.7	--	1.3
71. Capable students are encouraged to collaborate with faculty on research projects or to carry out studies of their own.	Agree	76.0	20.0	--	4.0

GRANT MacEWAN COMMUNITY COLLEGE

(6) DEMOCRATIC GOVERNANCE [DG]: the extent to which individuals in the campus community who are directly affected by a decision have the opportunity to participate in making the decision.

Institutional $\overline{X}$ = 6.31 V = 16.70 SD = 4.09

Item Description	Response Key	Yes/Agree	No/Disagree	Don't Know	No Response
29. In general, decision making is decentralized whenever feasible or workable.	Agree	56.0	42.7	--	1.3
32. Meaningful arrangements exist for expression of student opinion regarding institutional policies.	Agree	78.7	20.0	--	1.3
39. In dealing with institutional problems, attempts are generally made to involve interested people without regard to their formal position or hierarchical status.	Agree	54.7	40.0	--	5.3
41. This institution tends to be dominated by a single "official" point of view.	Disagree	41.3	56.0	--	2.7
44. Power here tends to be widely dispersed rather than tightly held.	Agree	32.0	66.7	--	1.3
47. Serious consideration is given to student opinion when policy decisions affecting students are made.	Agree	69.3	29.3	--	1.3
49. In reality, a small group of individuals tends to pretty much run this institution.	Disagree	61.3	36.0	--	2.7
51. Governance of this institution is clearly in the hands of the administration.	Disagree	65.3	29.4	--	5.3
53. In arriving at institutional policies, attempts are generally made to involve all the individuals who will be directly affected.	Agree	50.7	46.7	--	2.7
60. There is wide faculty involvement in important decisions about how the institution is run.	Agree	41.4	54.7	--	4.0
65. Students, faculty and administrators all have opportunities for meaningful involvement in campus governance.	Agree	65.4	32.0	--	2.7
70. A concept of "shared authority" (by which the faculty and administration arrive at decisions jointly) describes fairly well the system of governance on this campus.	Agree	41.4	54.7	--	4.0

GRANT MacEWAN COMMUNITY COLLEGE

(7) MEETING LOCAL NEEDS [MLN]: institutional emphasis on providing educational and cultural opportunities for all adults in the surrounding community(s).

Institutional $\overline{X}$ = 10.95 V = 1.78 SD = 1.34

	Item Description	Response Key	Yes/Agree	No/Disagree	Don't Know	No Response
76.	This institution operates an adult education program, e.g., evening courses open to local area residents.	Yes	97.3	1.3	--	1.3
78.	Courses are offered through which local area residents may be retrained or upgraded in their job skills.	Yes	92.0	4.0	2.7	1.3
80.	Counseling services are available to adults in the local area seeking information about educational and occupational matters.	Yes	77.3	4.0	14.7	4.0
83.	There is a job placement service through which local employers may hire students for full- or part-time work.	Yes	88.0	5.3	6.7	--
86.	Facilities are made available to local groups and organizations for meetings, short courses, clinics, forums and the like.	Yes	88.0	2.7	9.3	--
89.	There are a number of courses or programs that are designed to provide manpower for local area business, industry, or public services.	Yes	92.0	2.7	2.7	2.7
90.	Courses dealing with artistic expression or appreciation are available to all adults in the local area.	Yes	74.7	14.7	10.7	--
94.	The curriculum is deliberately designed to accommodate a great diversity in student ability levels and educational-vocational aspirations.	Yes	81.3	14.7	4.0	--
98.	Attention is given to maintaining fairly close relationships with businesses and industries in the local area.	Yes	76.0	8.0	14.7	1.3
122.	There are no courses or programs for students with educational deficiences, i.e., remedial work.	Disagree	6.7	89.3	--	4.0
131.	The location of this campus makes it easily accessible to students who live at home and commute.	Agree	70.6	29.3	--	--
133.	This institution considers its most valuable service to lie in educating the upper ten percent or so of secondary school graduates.	Disagree	4.0	94.7	--	1.3

GRANT MacEWAN COMMUNITY COLLEGE

(8) SELF STUDY AND PLANNING [SP]: the importance institutional leaders attach to continuous long-range planning for the total institution, and to institutional research directed towards formulated and revising plans.

Institutional $\overline{X}$ = 7.00 V = 9.53 SD = 3.09

Item Description	Response Key	Yes/Agree	No/Disagree	Don't Know	No Response
79. There is a long-range plan for the institution that is embodied in a written document for distribution throughout the institution.	Yes	52.0	21.3	26.7	--
81. Reports of various institutional studies are announced generally and made available to the entire teaching and administrative staff.	Yes	41.3	34.7	22.7	1.3
84. One or more individuals are presently engaged in long-range financial planning for the total institution.	Yes	56.0	6.7	37.3	--
87. The institution has a long-range plan based on a reasonably clear statement of goals.	Yes	49.3	28.0	22.7	--
91. At the present time, there is greater emphasis on departmental planning than on institution-wide planning.	No	41.3	26.7	32.0	--
95. Analyses of the philosophy, purposes, and objectives of the institution are frequently conducted.	Yes	37.3	46.7	16.0	--
96. Planning at this institution is *continuous* rather than one-shot or completely non-existent.	Yes	69.3	14.7	16.0	--
106. The change that has taken place at this institution in recent years has been more the result of internal and external *influences* than of institutional *purposes* (and deliberate planning based thereon).	Disagree	50.6	42.7	--	6.7
111. Currently there is wide discussion and debate in the campus community about what the institution will or should be seeking to accomplish five to ten years in the future.	Agree	65.3	30.6	--	4.0
113. Most administrators and faculty tend to see little real value in data-based institutional self-study.	Disagree	33.3	61.3	--	5.3
128. There is an institutional research agency at this institution which does more than simply gather facts for the administration.	Agree	21.3	70.7	--	8.0
135. Laying plans for the future of the institution is a high priority activity for many senior administrators.	Agree	61.3	32.0	--	6.7

GRANT MacEWAN COMMUNITY COLLEGE

(9) CONCERN FOR ADVANCING KNOWLEDGE [AK]: the degree to which the institution, in its structure function and professional commitment of its faculty, emphasizes research and scholarship aimed at extending the scope of human knowledge.

Institutional $\bar{X}$ = 2.23 V = 4.54 SD = 2.13

	Item Description	Response Key	Yes/Agree	No/Disagree	Don't Know	No Response
77.	Research grants comprise a substantial portion of the institution's income.	Yes	--	69.3	30.7	--
82.	A number of departments frequently hold seminars or colloquia in which a visiting scholar discusses his ideas or research findings.	Yes	32.0	42.7	25.3	--
85.	Quite a number of faculty members have had books or articles published in the past two or three years.	Yes	10.7	40.0	49.3	--
88.	There are a number of faculty members on campus whose appointments primarily entail research rather than teaching.	Yes	8.0	77.3	14.7	--
92.	The average teaching load in most departments is eight credit hours or fewer.	Yes	5.3	77.3	17.3	--
93.	Faculty promotions generally are based primarily on scholarly publication.	Yes	1.3	86.7	12.0	--
97.	Extensive laboratory facilities exist for research in the natural sciences.	Yes	5.3	74.7	17.3	2.7
102.	In general, the governing authority is committed to the view that advancement of knowledge through research and scholarship is a major institutional purpose.	Agree	25.3	72.0	--	2.7
105.	Few, if any, of the faculty could be regarded as having national or international reputations for their scientific or scholarly contributions.	Disagree	77.3	18.7	--	4.0
112.	Instructors engaged in research that requires use of a computer have easy access to such equipment.	Agree	45.6	48.0	--	5.3
118.	One or more important scientific breakthroughts have been achieved at this institution in the past five years.	Agree	5.3	85.3	--	9.3
132.	Senior administrators do not consider advancement of knowledge through research to be an important institutional purpose.	Disagree	65.4	32.0	--	2.7

GRANT MacEWAN COMMUNITY COLLEGE

(10) CONCERN FOR INNOVATION [CI]: the strength of institutional commitment to experimentation with new ideas for educational practice.

Institutional $\overline{X}$ = 7.93 V = 7.95 SD = 2.82

Item Description	Response Key	Yes/Agree	No/Disagree	Don't Know	No Response
99. There is a general willingness here to experiment with innovations that have shown promise at other institutions.	Agree	86.6	12.0	--	1.3
101. In the last few years, there have been a number of major departures from old ways of doing things at this institution.	Agree	57.3	37.3	? --	5.3
103. A sense of tradition is so strong that it is difficult to modify established procedures or undertake new programs.	Disagree	10.7	86.6	--	2.7
104. High-ranking administrators or department chairmen generally encourage instructors to experiment with new courses and teaching methods.	Agree	76.0	22.7	--	1.3
105. It is almost impossible to obtain the necessary financial support to try out a new idea for educational practice.	Disagree	45.3	48.0	--	6.7
110. There have been few significant changes in the overall curriculum in the past few years.	Disagree	65.3	30.6	--	4.0
116. Proposed curricular changes seem to be accepted or rejected more on the basis of financial considerations than on assumed educational merit.	Disagree	60.0	34.7	--	5.3
117. The curriculum committee of the institution concerns itself with basic curriculum issues rather than, for example, merely approving or disapproving new courses.	Agree	44.0	48.0	--	8.0
121. Almost all ideas for innovations must receive the approval of top-level administrative officials before they can be tried out.	Disagree	57.3	38.6	--	4.0
123. This institution would be willing to be among the first to experiment with a novel educational program or method if it appeared promising.	Agree	77.4	18.6	--	4.0
127. There is an air of complacency among many of the staff, a general feeling that most things at the institution are all right as they are.	Disagree	21.3	73.3	--	5.3
130. In my experience it has not been easy for new ideas about educational practice to receive a hearing.	Disagree	24.0	70.6	--	5.3

GRANT MacEWAN COMMUNITY COLLEGE

(11) INSTITUTIONAL ESPRIT [IE]: the level of morale and sense of shared purpose among faculty and administrators.

Institutional $\overline{X}$ = 7.74 V = 13.82 SD = 3.72

	Item Description	Response Key	Yes/Agree	No/Disagree	Don't Know	No Response
100.	Most faculty members consider the senior administrators on campus to be able and well-qualified for their positions.	Agree	50.6	46.6	--	2.7
107.	Generally speaking, top-level administrators are providing effective educational leadership.	Agree	49.3	46.6	--	4.0
109.	Generally speaking, communication between the faculty and the administration is poor.	Disagree	46.6	50.7	--	2.7
114.	Staff infighting, backbiting, and the like seem to be more the rule than the exception?	Disagree	22.6	77.4	--	--
115.	The institution is currently doing a successful job in achieving its various goals.	Agree	65.3	29.4	--	5.3
119.	Close personal friendships between administrators and faculty members are quite common.	Agree	54.6	42.6	--	2.7
120.	In comparison with most other institutions, faculty turnover here appears to be somewhat high.	Disagree	40.0	54.6	--	5.3
124.	Although they may criticize certain practices, most faculty seem to be very loyal to the institution.	Agree	77.4	20.0	--	2.7
125.	There is a strong sense of community, a feeling of shared interests and purposes, on this campus.	Agree	61.3	36.0	--	2.7
126.	In general, faculty morale is high.	Agree	69.3	29.3	--	1.3
128.	The faculty in general is strongly committed to the acknowledged purposes and ideals of the institution.	Agree	68.0	29.3	--	2.7
134.	Most faculty would not defend the institution against criticisms from outsiders.	Disagree	22.7	73.3	--	4.0